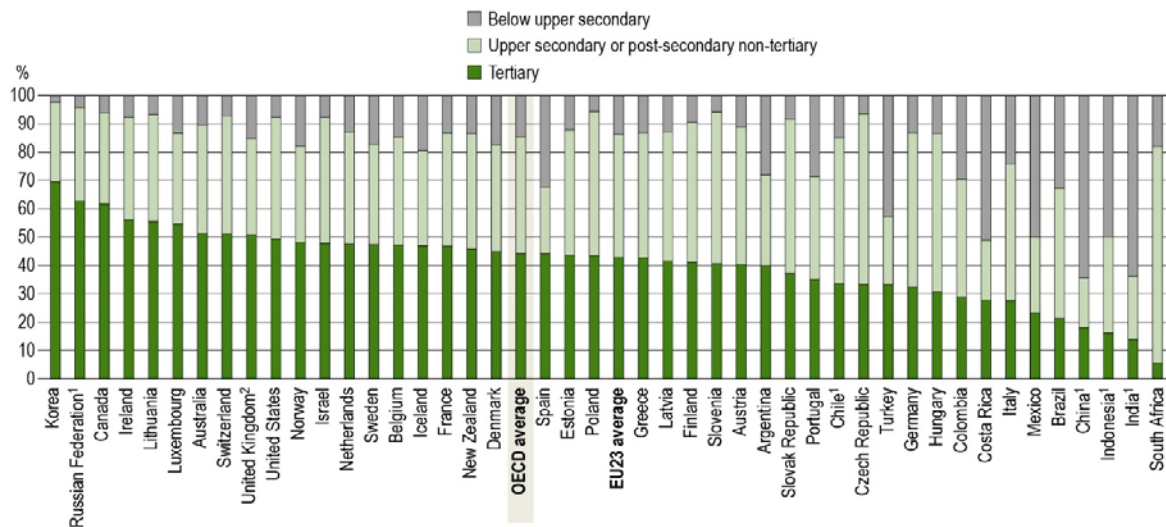


Education at a Glance: OECD Indicators (OECD, 2019^[1]) is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in OECD and partner countries.

Iceland

- The **share of tertiary-educated young adults in Iceland increased sharply over the past decade**, from 33% in 2008 to 47% in 2018, and it is **now above the OECD average**. A large share of Icelandic tertiary students are enrolled abroad.
- Iceland exhibits **one of the highest enrolment rates in early childhood education and care**, and **above-average expenditure on education** at this level.
- A **large share of young adults do not attain upper secondary education in Iceland**, but employment rates are high even for those without an upper secondary qualification. **Those who do attain upper secondary education tend to graduate later than in other countries**.
- Although teachers enjoy **above-average salaries at the beginning of their careers**, **salaries do not increase as much with experience as in other countries**.

Figure 1. Educational attainment of 25-34 year-olds (2018)



1. Year of reference differs from 2018. Refer to Table A1.1 for more details.

2. Data for upper secondary attainment include completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes (13% of adults aged 25-64 are in this group).

Countries are ranked in descending order of the 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>).

A significant share of young adults have attained tertiary education, and many tertiary students are enrolled abroad

- Over the past decade, the share of tertiary-educated young adults (25-34 year-olds) increased sharply in Iceland, from 33% in 2008 to 47% in 2018. It is now higher than the OECD average (Figure 1), which grew from 35% to 44% over the same period.
- The increase in tertiary attainment was particularly sharp among young women. While 39% of 25-34 year-old women had attained tertiary education in 2008, this rose to 56% in 2018. The share of tertiary-educated young men also increased, but more slowly: from 29% in 2008 to 39% in 2018.
- A large share of Icelandic tertiary students are enrolled abroad: 14% compared to 2% across the OECD. Iceland sends more students abroad than it receives, with two Icelanders studying abroad for every international student in Iceland. Across OECD countries, the pattern is reversed, with countries attracting an average of four international students for every national student enrolled abroad.
- Completion rates for tertiary education are relatively close to the OECD average. In Iceland, 36% of students who entered a bachelor's degree completed it within the theoretical duration of the programme (below the OECD average of 39%). However, after three additional years, this proportion goes up to 69%, which is slightly above the OECD average (67%).
- Employment rates are high in Iceland, and they increase with the level of education attained. Young adults (25-34 year-olds) with an upper secondary or post-secondary non-tertiary education have employment rates of 84%, compared to 92% for tertiary-educated young adults. Both are well above the respective OECD averages of 78% and 84%.
- In addition, although in most countries tertiary-educated women face significantly lower employment rates than men, the gender employment gap is small in Iceland. Employment rates are 93% for tertiary-educated men (compared to 89% on average for OECD countries) and 92% for women (compared to 81% on average).
- In 2016, Iceland spent 5.6% of its gross domestic product (GDP) on educational institutions from primary to tertiary level, which is above the OECD average of 5.0%. A substantial share of expenditure on education institutions comes from public sources, at all levels from primary to tertiary. For primary to post-secondary non-tertiary education, as much as 96% of expenditure comes from public sources (compared to 90% on average across OECD countries), and at tertiary level the share is 89%, compared to 66% on average.

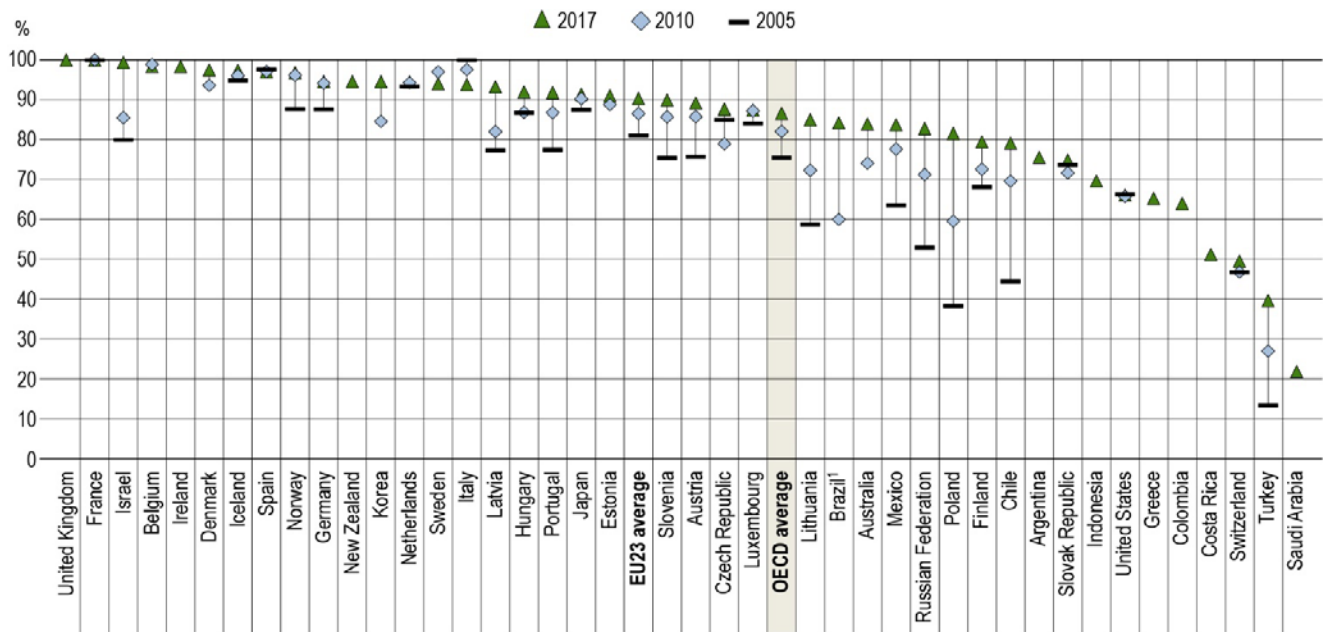
Iceland has above-average enrolment rates and expenditure on early childhood education and care

- In Iceland, a large proportion of children are enrolled in early childhood education and care (ECEC), even at an early age. For instance, 76% of 1-year-olds participate in ECEC, the highest share among countries with available data and almost twice the OECD average of 40%. By the age of 2, almost all children (95%) are enrolled (Figure 2).
- The great majority of children enrolled in ECEC (83%) attend public institutions. Although this proportion is well above the OECD average of 66%, it remains in line with other Nordic countries such as Denmark (82%), Finland (86%) and Sweden (82%).
- The ratio of children to staff is often used as an indicator of the resources available in ECEC. In Iceland, this number is particularly low, with four children for every contact staff member (teachers and teachers' aides) compared to nine on average across OECD countries.

- Iceland allocates above-average amounts to early childhood education and care. In 2016, it spent USD 18 900¹ per child on early childhood educational development and USD 13 200 on pre-primary education. Both amounts are around USD 5 000 above the respective OECD averages.
- Spending on education can also be analysed relative to a nation’s wealth. In Iceland, expenditure on early childhood education and care amounts to 1.7% of GDP, which is more than twice the OECD average of 0.8%.

Figure 2. Change in enrolment rates of children aged 3 to 5 years (2005, 2010 and 2017)

Early childhood education (ISCED 0) and primary education



Countries are ranked in descending order of the enrolment rates of 3-5 year-olds in 2017.

1. Year of reference 2012 instead of 2010

Source: OECD (2019), Table B2.2. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

A relatively large share of young adults do not attain upper secondary education, and those who do tend to graduate at an older age than in other countries

- In Iceland, a significant share of 25-34 year-olds have not attained upper secondary education (19%). Although this proportion has fallen sharply since 2008 (by 9 percentage points), it remains above the OECD average of 15%. Unlike in other countries, however, young adults without an upper secondary education enjoy high employment rates, at 80% compared to 60% on average.
- If current patterns remain unchanged, 68% of young adults in Iceland today are expected to obtain an upper secondary qualification before the age of 25, which is well below the OECD average of 81%.
- This low percentage, however, is largely due to Iceland’s later graduation age. For instance, the average age of graduation from upper secondary vocational programmes in Iceland is 29, compared to 21 on

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

average across OECD countries. Despite low graduation rates under the age of 25, 82% of young adults in Iceland are expected to graduate from upper secondary education at some point during their lifetime.

- In Iceland, the most popular broad field of study in upper secondary vocational education is engineering manufacturing and construction, which accounts for 45% of graduates – more than double the OECD average of 19%. This field attracts significantly more men than women, however: women only make up 9% of graduates in this field in Iceland, compared to 18% on average across OECD countries.


Salary, the school environment and workload all influence teachers' decisions to enter – and remain in – the profession

- Although teachers in Iceland enjoy above-average salaries at the beginning of their careers, their salaries do not increase as much with experience as in other countries. Salaries at the top of the scale are below the OECD average for all levels of education from primary to upper secondary. For instance, an upper secondary teacher at the top of the scale earns USD 48 400 in Iceland, compared to USD 60 700 on average. Similar patterns can be found in other Nordic countries such as Finland, Norway and Sweden.
- Teachers' statutory working hours are above average for all levels of education from primary to upper secondary, at 1 800 hours per year compared to around 1 600 hours on average across OECD countries. However, teachers spend less time teaching than in other countries. For instance, a teacher in upper secondary general programmes spends 472 hours per year teaching in Iceland, compared to 667 hours on average across OECD countries.
- The teaching workforce is relatively old in Iceland. At the primary level, only 5% of primary teachers are under 30, compared to 13% on average across OECD countries. In addition, 39% are aged 50 or over, which is well above the OECD average of 33%. This means that Iceland may have to renew about two-fifths of its teaching workforce over the next decade or so.
- Regarding job satisfaction, only 10% of teachers in Iceland consider that their profession is valued in society, which is well below the average for OECD countries (26%) and other Nordic countries such as Finland (58%), Denmark (18%) and Norway (35%). Nonetheless, as many as 86% of teachers agree that the advantages of being a teacher clearly outweigh the disadvantages, compared to 76% on average across OECD countries (OECD, 2019^[3]).

References

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<https://dx.doi.org/10.1787/eag-2019-en>.
- OECD (2019), *TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*, TALIS, OECD Publishing, Paris, [3]
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<https://dx.doi.org/10.1787/eag-2018-en>.

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.

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:  **Education GPS**

<http://gpseducation.oecd.org/CountryProfile?primaryCountry=ISL&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.

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 Iceland in Education at a Glance 2019

Source	Main topics in <i>Education at a Glance</i>	Iceland		OECD average	
Tertiary education					
Educational attainment of 25-64 year-olds					
		2018			
Table A1.1	Short-cycle tertiary	2%		7%	
	Bachelor's or equivalent	23%		17%	
	Master's or equivalent	18%		13%	
	Doctoral or equivalent	1%		1%	
Tertiary attainment of 25-34 year-olds, by gender					
		2008	2018	2008	2018
Table A1.2	Men	29%	39%	31%	38%
	Women	39%	56%	40%	51%
	Total	33%	47%	35%	44%
Distribution of first-time tertiary entrants by education level					
		2017			
Table B4.1	Short-cycle tertiary	9%		17%	
	Bachelor's or equivalent	91%		76%	
	Master's or equivalent	1%		7%	
Share of international or foreign students, by education level¹					
		2017			
Table B6.1	Bachelor's or equivalent	5%		4%	
	Master's or equivalent	8%		13%	
	Doctoral or equivalent	29%		22%	
	All tertiary levels of education	7%		6%	
Employment rate of 25-64 year-olds, by educational attainment					
		2018			
Table A3.1	Short-cycle tertiary	89%		82%	
	Bachelor's or equivalent	90%		84%	
	Master's or equivalent	95%		88%	
	Doctoral or equivalent	96%		92%	
	All tertiary levels of education	92%		85%	
Employment rate of tertiary-educated 25-64 year-olds, by field of study					
		2018			
Table A3.4	Education	92%		84%	
	Business and administration and law	95%		86%	
	Engineering, manufacturing and construction	93%		89%	
	Health and welfare	95%		87%	
Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)					
		2017			
Table A4.1	Short-cycle tertiary	**		120	
	Bachelor's or equivalent	**		144	
	Master's, doctoral or equivalent	**		191	
	All tertiary levels of education	**		157	
Upper secondary and vocational education and training (VET)					
Upper secondary or post-secondary non-tertiary attainment rate					
Table A1.2	Share of 25-34 year-olds with upper secondary or post-secondary non-tertiary as their highest attainment	34%		41%	
	Percentage of first-time upper secondary graduates with a vocational qualification				
Table B3.1	Vocational programmes	22%		40%	
	Age at graduation from upper secondary education, by programme orientation				
		2017			
Figure B3.1	General programmes	20		18	
	Vocational programmes	29		21	
Share of women among upper secondary graduates, by programme orientation					
		2017			
Figure B3.2	General programmes	58%		55%	
	Vocational programmes	37%		46%	
Employment, unemployment and inactivity rates of 25-34 year-olds, with upper secondary or post-secondary non-tertiary education					
		2018			
Table A3.3	Employment rate	84%		78%	
	Unemployment rate	3%		7%	
	Inactivity rate	13%		16%	
Total expenditure on upper secondary educational institutions, in USD² per full-time equivalent student, by programme orientation					
		2016			
Table C1.1	General programmes	USD 8 878		USD 9 397	
	Vocational programmes	USD 14 043		USD 10 922	
Early childhood education and care (ECEC)					
Enrolment rate of 3-5 year-olds in education					
Table B2.2	ECEC and primary education	97%		87%	
	Share of children enrolled in private institutions				
Table B2.3	Pre-primary level (ISCED 02)	15%		34%	
	Ratio of children to teaching staff				
		2017			
Table B2.3	Pre-primary level (ISCED 02)	**		16	
	Expenditure on children aged 3-5 enrolled in education				
		2016			
Table B2.4	Annual expenditure per child, in USD ² per child	USD 13 228		USD 8 141	

Source	Main topics in <i>Education at a Glance</i>	Iceland		OECD average	
Social outcomes and adult learning					
Participation in formal and/or non-formal education, by educational attainment		2016			
Table A7.1	Below upper secondary	**			n.a.
	Upper secondary or post-secondary non-tertiary	**			n.a.
	Tertiary	**			n.a.
Participation in cultural or sporting activities in the last 12 months, by educational attainment		2015			
Table A6.1	Below upper secondary	89%			n.a.
	Upper secondary or post-secondary non-tertiary	94%			n.a.
	Tertiary	98%			n.a.
Financial resources invested in education					
Total expenditure on educational institutions, by level of education²		2016			
Table C1.1 and C2.1		USD/student	% GDP	USD/student	% GDP
	Primary	USD 11 757	2.1%	USD 8 470	1.5%
	Lower secondary	USD 13 501	1%	USD 9 884	0.9%
	Upper secondary	USD 10 360	1.2%	USD 10 368	1.1%
	Tertiary (including R&D)	USD 14 551	1.3%	USD 15 556	1.5%
Share of expenditure on educational institutions, by final source of funds		2016			
Table C3.1		Public	Private	Public	Private
	Primary, secondary and post-secondary non-tertiary	96%	4%	90%	10%
	Tertiary (including R&D)	89%	8%	66%	32%
Total public expenditure on primary to tertiary education		2016			
Table C4.1	As a percentage of total government expenditure	12.8%		10.8%	
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		2017			
Table D3.2a		Teachers	School heads	Teachers	School heads
	Pre-primary	**	**	0.78	**
	Primary	**	**	0.84	1.25
	Lower secondary (general programmes)	**	**	0.88	1.34
	Upper secondary (general programmes)	**	**	0.93	1.43
Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers²		2018			
Table D3.1a		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
	Pre-primary	USD 37 367	USD 41 400	USD 31 276	USD 42 078
	Primary	USD 38 336	USD 42 368	USD 33 058	USD 45 947
	Lower secondary (general programmes)	USD 38 336	USD 42 368	USD 34 230	USD 47 675
	Upper secondary (general programmes)	USD 37 335	USD 46 228	USD 35 859	USD 49 804
Organisation of teachers' working time in public institutions over the school year		2018			
Tables D4.1a and D4.1b		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
	Pre-primary	1 620 hours	1 800 hours	1 024 hours	1 613 hours
	Primary	624 hours	1 800 hours	783 hours	1 612 hours
	Lower secondary (general programmes)	624 hours	1 800 hours	709 hours	1 634 hours
	Upper secondary (general programmes)	472 hours	1 800 hours	667 hours	1 629 hours
Percentage of teachers who are 50 years old or over		2017			
Table D5.1	Primary to upper secondary	**		36%	
Share of female teachers, in public and private institutions		2017			
Table D5.2	Primary	83%		83%	
	Lower secondary	83%		69%	
Total number of compulsory instruction time, by level of education		2019			
Table D1.1	Primary	5 100 hours		4 568 hours	
	Lower secondary	2 516 hours		3 022 hours	
	Upper secondary	**		**	
Average class size by level of education		2017			
Table D2.1	Primary	19		21	
	Lower secondary	20		23	

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

** 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>.

