



EDUCATION AT A GLANCE 2014

Education at a Glance: OECD Indicators is the authoritative source for accurate and relevant information on the state of education around the world. It provides data on the structure, finances and performance of the education systems in the 34 OECD member countries, as well as a number of G20 and partner countries.

Finland

Finnish teachers are better paid than their peers and enjoy a lighter teaching workload than average.

Finland is one of the OECD countries in which teachers enjoy comparatively better working conditions, especially women teaching in upper secondary schools. At the beginning of their career, **secondary teachers' salaries are around 13% higher than the OECD average**, but salaries fall to around 14% less than the average as they reach the top of scale. In particular, **women teachers in upper secondary schools earn 22% more** than other female tertiary-educated professionals. On average, actual **salaries of upper secondary teachers are 9% higher than those of other tertiary educated workers** whereas their peers across OECD countries earn 8% less. Furthermore, **the salary gap between teachers and other professionals in Finland is, on average, smaller than across OECD countries.**

At the same time, teaching hours in Finland are comparatively low; **teachers in both primary and secondary schools spend over 100 hours less per year teaching than the average in OECD countries.** For instance, a teacher of general subjects in lower secondary education has a teaching load of 589 hours per year in contrast to the OECD average of 694 hours. In addition, the **student-teacher ratio at this level is one of the lowest across OECD countries** (9 students against 14 on average). These factors may have actively contributed to the fact that **a vast majority of lower secondary teachers (95%) feel satisfied with their jobs**, according to the 2013 Teaching and Learning International Survey (TALIS) results.

Finnish pupils show high mathematical skills both among boys and girls without receiving significantly more hours of instruction in maths than other OECD countries.

Although compulsory primary education in Finland starts at the age of 7, one year later than most countries, one in two pupils is enrolled in pre-primary education by the age of 3. The compulsory instruction time in general education is 15% lower than the OECD average of 7 475 hours but the shares of compulsory instruction time allocated to reading, writing and literature as well as to maths, do not differ significantly from the OECD average for both primary and lower secondary education. However, there are some differences with regard to instruction time in natural science and the arts. In primary education 11% and 13% of compulsory instruction time is spent on natural science and arts compared with OECD averages of 7% and 9% respectively. In lower secondary education the share

allocated to natural science even increases to 16% although the share allocated to arts decreases to 9%; both are still above the OECD average of 11% and 7%.

According to the PISA 2012 results, **Finland was not only among the top-performing countries in mathematical skills, but also one of the few in which boys performed as well as girls.** The **socio-economic background of the students also had a weaker impact** on their results than average.

Almost two in five tertiary-educated adults in Finland perform at the highest levels in literacy proficiency.

In 2012, the OECD conducted the Survey of Adult Skills, an international survey to assess the level of literacy, numeracy and problem-solving skills among adult populations (between 16 and 64 years old).¹ Finnish adults performed above the average in information and communication technologies (ICT) and literacy skills. Some **38% proved to have a good level of readiness to use ICT skills for problem solving**, about 7 percentage points above the average. On the other hand, **the results also showed quite pronounced differences between the older and younger generations.** The proportion of **younger adults (25-34 year-olds) who scored a level 4 or 5 in literacy proficiency was the highest** among participating countries (37% compared with 18% on average) and **6 times larger than the older generation** (6% of 55-64 year-olds) whereas the average gap across OECD countries was of more than 3 times: on average, 18% of young adults scored level 4 or 5 against 5% of older adults.

Other findings

- **The penalty for not attaining upper secondary education in Finland is the second lowest of the OECD countries** (after Estonia): there is gap of only **8 percentage points** between the relative earnings of workers with and without an upper secondary diploma. The average gap across the OECD is 22 percentage points and in some cases much higher: for instance, in the United States and Turkey the earning gap is 37 percentage points.
- **Social engagement is slightly higher than the OECD average:** regardless the level of attainment, more than 20% adults reported to have volunteered at least once a month in 2012.
- The Finnish government not only subsidises higher education but also actively supports families in trouble: **around 14% of public expenditure on higher education is dedicated to student financial aid.**

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

For more information on *Education at a Glance 2014* and to access the full set of Indicators, visit: www.oecd.org/edu/eag.htm.

Questions can be directed to: Corinne Heckmann Directorate for Education and Skills Email: Corinne.Heckmann@oecd.org	Country Note author: David Valenciano Directorate for Education and Skills Email: David.Valenciano@oecd.org
--	---

¹ The Survey of Adult Skills is a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC).

Key Facts for Finland in Education at a Glance 2014

Table	Indicator	Finland		OECD average		EU21 average		Rank among OECD countries and partner countries*
Educational Access and Output								
	Enrolment rates	2012	2005	2012	2005	2012	2005	
C2.1	3-year-olds (in early childhood education)	51%	38%	70%	64%	79%	73%	27 of 37
	4-year-olds (in early childhood and primary education)	59%	47%	84%	79%	89%	84%	34 of 38
C1.1a	5-14 year-olds (all levels)	96%		98%		98%		31 of 44
	Percentage of population that has only attained below upper secondary education	2012	2000	2012	2000	2012	2000	
A1.4a	25-64 year-olds	15%	27%	24%	34%	23%	34%	24 of 36
	Percentage of the population whose highest level of attainment is upper secondary education	2012	2000	2012	2000	2012	2000	
A1.4a	25-64 year-olds	45%	41%	44%	44%	48%	46%	15 of 37
	Percentage of population that has attained tertiary education	2012	2000	2012	2000	2012	2000	
A1.3a A1.4a	25-64 year-olds	40%	33%	33%	22%	29%	20%	11 of 37
	25-34 year-olds	40%	39%	40%	26%	37%	24%	21 of 36
	55-64 year-olds	31%	23%	25%	15%	22%	14%	10 of 36
	Entry rates into tertiary education	2012	2000	2012	2000	2012	2000	
C3.1b	Youth expected to enter tertiary-type A programmes before turning 25	49%	m	48%	m	48%	m	17 of 35
	Graduation rates	2012	2000	2012	2000	2012	2000	
A2.2a	Percentage of today's young people expected to complete upper secondary education in their lifetime	93%	91%	84%	76%	83%	77%	10 of 29
A3.2a	Percentage of today's young people expected to complete university education (tertiary-type A) in their lifetime	47%	40%	38%	28%	38%	27%	5 of 27
Economic and Labour Market Outcomes								
	Unemployment rate of 25-64 year-olds - Men and Women	2012	2008	2012	2008	2012	2008	
A5.4a	Below upper secondary	12%	8%	14%	9%	17%	10%	19 of 35
	Upper secondary and post-secondary non-tertiary	7%	5%	8%	5%	9%	5%	16 of 36
	Tertiary	4%	3%	5%	3%	6%	3%	21 of 36
	Unemployment rate of 25-64 year-olds - Women	2012	2008	2012	2008	2012	2008	
A5.4c (Web)	Below upper secondary	13%	9%	13%	9%	16%	11%	16 of 35
	Upper secondary and post-secondary non-tertiary	6%	6%	9%	6%	10%	6%	20 of 35
	Tertiary	3%	4%	5%	4%	6%	4%	24 of 35
	Average earnings advantage for 25-64 year-olds with tertiary education**	2012 or latest year available		2012 or latest year available		2012 or latest year available		
A6.1a A6.1b (Web)	Men and women	147		159		159		23 of 33
	Men	159		164		166		17 of 33
	Women	147		162		160		26 of 34
	Average earnings penalty for 25-64 year-olds who have not attained upper secondary education**	2012 or latest year available		2012 or latest year available		2012 or latest year available		
A6.1a A6.1b (Web)	Men and women	92		78		79		2 of 33
	Men	89		78		80		2 of 33
	Women	92		75		76		1 of 34
	Percentage of 15-29 year-olds neither employed nor in education or training, by highest level of education	2012	2008	2012	2008	2012	2008	
C5.3d (Web)	Below upper secondary	10%	9%	15%	14%	15%	13%	27 of 35
	Upper secondary	14%	11%	16%	14%	16%	12%	23 of 34
	Tertiary	9%	9%	13%	11%	12%	10%	27 of 34

Key Facts for Finland in Education at a Glance 2014

Table	Indicator	Finland		OECD average		EU21 average		Rank among OECD countries and partner countries*
Financial Investment in Education								
	Annual expenditure per student (in equivalent USD, using PPPs)	2011		2011		2011		
B1.1a	Pre-primary education	5700		7428		7933		20 of 36
	Primary education	8159		8296		8482		17 of 38
	Secondary education	9792		9280		9615		15 of 38
	Tertiary education	18002		13958		13572		7 of 37
	Total expenditure on educational institutions as a percentage of GDP	2011	2000	2011	2000	2011	2000	
B2.2	Percentage of GDP	6%	6%	6%	5%	6%	5%	13 of 37
	Total public expenditure on education	2011	2000	2011	2000	2011	2000	
B4.2	As a percentage of total public expenditure	12%	12%	13%	13%	12%	11%	18 of 34
	Share of private expenditure on educational institutions	2011		2011		2011		
B3.1	Pre-primary education	10%		19%		13%		23 of 33
B3.1	Primary, secondary and post-secondary non-tertiary education	1%		9%		6%		34 of 36
B3.1	Tertiary education	4%		31%		21%		33 of 34
B3.1	All levels of education	2%		16%		11%		33 of 33
Schools and Teachers								
	Ratio of students to teaching staff	2012		2012		2012		
D2.2	Pre-primary education	11		14		13		26 of 31
	Primary education	14		15		14		22 of 36
	Secondary education	13		13		12		17 of 37
	Number of hours of teaching time per year (for teachers in public institutions)	2012	2000	2012	2000	2012	2000	
D4.2	Pre-primary education	m		1001		988		
	Primary education	673	656	782	780	761	776	25 of 33
	Lower secondary education	589	570	694	697	657	658	28 of 33
	Upper secondary education	547	527	655	628	638	635	27 of 33
	Index of change in statutory teachers' salaries for teachers with 15 years of experience/minimum training (2005 = 100)	2012	2008	2012	2008	2012	2008	
D3.5	Primary school teachers	100	104	103	103	99	103	16 of 26
	Lower secondary school teachers	100	103	102	103	99	103	15 of 25
	Upper secondary school teachers	101	103	101	103	98	103	15 of 25
	Ratio of teachers' salaries to earnings for full-time, full-year adult workers with tertiary education	2012		2012		2012		
D3.2	Pre-primary school teachers	0.65		0.80		0.76		17 of 25
	Primary school teachers	0.89		0.85		0.81		11 of 28
	Lower secondary school teachers	0.97		0.88		0.85		8 of 28
	Upper secondary school teachers	1.09		0.92		0.90		6 of 28
New data from the Survey of Adult Skills				Finland		Average of countries with available data		
	Students in tertiary education... (20-34 year-olds)			2012		2012		
A4.1a	...whose parents have not attained upper secondary education			5%		9%		
	...whose parents have an upper secondary education			39%		37%		
	...whose parents have a tertiary education degree			56%		55%		
	Adults in formal and non-formal education			2012		2012		
C6.1(L)	25-64 year-olds			66%		51%		

* Countries are ranked in descending order of values.

** Compared to people with upper secondary education; upper secondary = 100.

The Survey of Adult Skills is a product of the OECD Programme for the International Assessment of Adult Competencies

m': data is not available. 'n': magnitude is either negligible or zero. 'c': there are too few observations to provide reliable estimates.