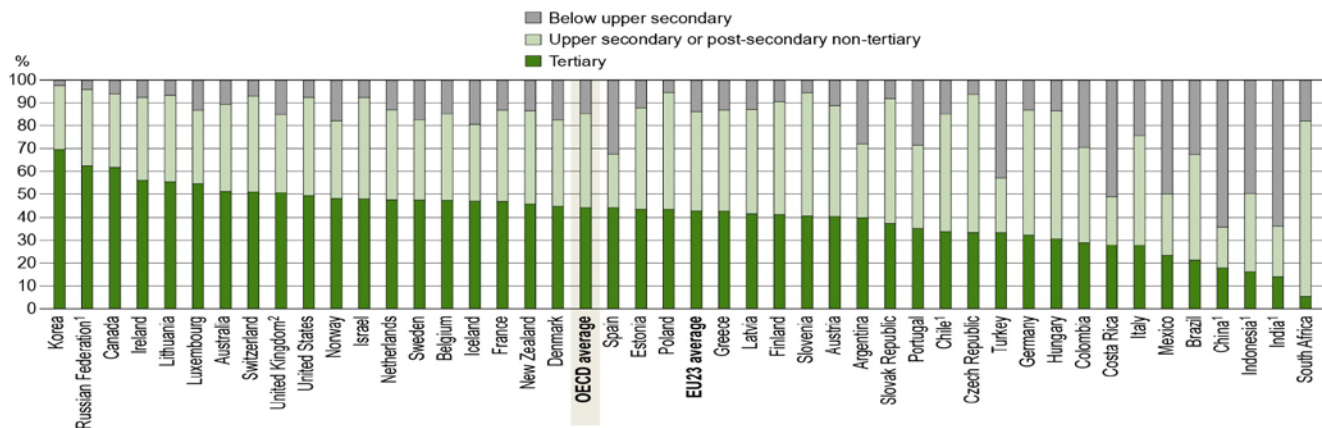


Education at a Glance: OECD Indicators (OECD, 2019^[1]) is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in OECD and partner countries.

Denmark

- **The average employment advantage for Danish tertiary-educated adults is only 5 percentage points over those with upper secondary or post-secondary non-tertiary education compared to 9 percentage points on average across OECD countries.** This is mostly due to the comparatively very high employment rate of adults with upper secondary education in Denmark.
- **Danish women are under-represented among graduates from engineering, manufacturing and construction (10%) at upper secondary vocational level** but make up a significant share of graduates in health and welfare (87%).
- In Denmark, a strong culture of early childhood education and care (ECEC) exists even for very young children: **in 2017, 39% of children under 2 were enrolled in ECEC services in Denmark, the third highest among OECD countries** and compared to 21% on average across OECD countries.
- **Lower secondary teachers' starting statutory salaries (USD 49 482¹) are above the OECD average (USD 34 094) but teachers' salaries do not increase as quickly during the course of their careers** as they do on average across the OECD.

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).

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>).

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

Employment prospects and salaries may influence the decisions of Denmark's youth to enter tertiary education

- In Denmark, 45% of 25-34 year-olds had completed tertiary education in 2018, which is similar to the OECD average of 44% (Figure 1). Since 2008, this proportion has increased by 8-9 percentage points in Denmark, in line with the average increase across OECD countries.
- The employment rate for Danish tertiary-educated adults is only 5 percentage points higher than for those with upper secondary or post-secondary non-tertiary education, compared with 9 percentage points on average across OECD countries. This is mostly due to the comparatively very high employment rates for adults with upper secondary education in Denmark. In particular, the employment prospects for tertiary-educated adults with a medical or dental qualification are strong in Denmark (93% employment rate) followed by education; business, administration and law; and engineering, manufacturing and construction (all 90%).
- Adults with tertiary education also receive financial advantages although these are lower than on average across the OECD. Danish adults with a tertiary degree earn 28% more than those with an upper secondary education, compared to 57% on average across OECD countries. Among tertiary graduates in Denmark, those with a master's or doctoral or equivalent degree have the highest earnings advantage (63%) followed by adults with a short-cycle tertiary qualification (15%). Those with a bachelor's degree have the lowest (10%).
- More students enrol in short-cycle tertiary education in Denmark (about 26% of entrants) than on average across OECD countries (17%). Short-cycle tertiary programmes tend to cater to much older students in Denmark: the average age of first-time entrants to this level is 30 compared to 25 on average across OECD countries.
- In Denmark, admission to tertiary education is open and there are no additional or specific admission criteria used for international applicants to tertiary education. However, only students from upper secondary general tracks may enter tertiary education directly in Denmark. Across all tertiary levels, the share of international students enrolled in Denmark is 11%, higher than the OECD total of 6%. About 83% of them were from Europe compared to 42% across the EU23 countries.
- At doctoral level, 1% of 25-64 year-olds have a doctorate, the same as the OECD average, and 36% of graduates were international students, compared to 25% on average among OECD countries. These relatively high shares suggest that Denmark is an attractive destination for internationally mobile tertiary students. Most international doctoral students graduate from the broad field of engineering, manufacturing and construction (37%) compared to 22% on average across OECD countries. In contrast, national doctoral students mostly graduated from the field of health and welfare (31%) compared to 17% on average across OECD countries.

Gender gaps persist in the choice of fields of study in vocational education and training

- A large percentage of the Danish population have traditionally attained upper secondary education as their highest level of attainment. The figures remained high in 2018: 43% of 25-64 year-olds hold an upper secondary qualification compared to 38% on average across OECD countries. However, with the expansion of tertiary education in Denmark, the picture has been reversed among the younger generation: in 2018, 38% of 25-34 year-olds had upper secondary as their highest educational attainment, lower than the OECD average of 41%.
- Enrolment in vocational programmes at upper secondary education is lower in Denmark than in some other OECD countries. 28% of upper secondary graduates had a vocational qualification in Denmark in 2017 compared to 40% on average across the OECD. Women make up about half of graduates from upper secondary vocational programmes (51%) compared to 46% on average across OECD countries. They are most heavily represented in the broad field of health and welfare, where they make up 87% of graduates, higher than the 82% on average across OECD countries. However, they also make up a

significant share of graduates in business, administration and law (66%), a similar share to the OECD average (65%). In contrast, engineering, manufacturing and construction tends to attract significantly more male (90%) than female students (10%) in vocational programmes at the upper secondary level.

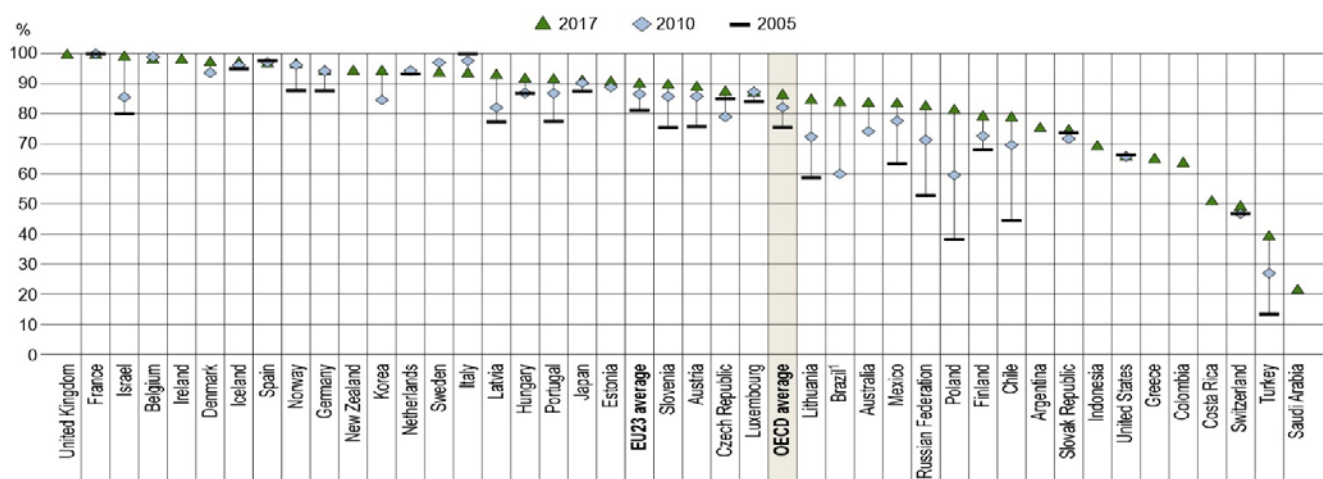
- The expansion of tertiary education in Denmark over the past decade has benefited women more than men: 56% of 25-34 year-old women now have a tertiary degree, up from 40% in 2008. In contrast, 39% of 25-34 year-old men were tertiary educated in 2018, an increase of 7 percentage points since 2008. Employment rates for both men and women declined between 2008 and 2018 but the gap between women and men has widened over the same period. In particular, 82% of tertiary-educated 25-34 year-old women in Denmark were employed in 2018 against 89% in 2008, compared with 88% of tertiary-educated 25-34 year-old men in 2018 and 91% in 2008.
- Vocational upper secondary education gives students an economic advantage in the labour market in Denmark compared to those without: younger adults (25-34 year-olds) who have an upper secondary vocational qualification as their highest educational attainment enjoy much higher employment rates (86%) than those who have completed upper secondary general programmes (68%) or those with below upper secondary education (63%).

Early childhood education and care enjoys strong public provision.

- Children's early years are the foundation for their future development, learning abilities and lifelong learning. The provision of early childhood education and care (ECEC) is also associated with positive social and economic outcomes in both the short and the long term. In Denmark, a strong culture of ECEC exists even for very young children. In 2017, 39% of children under 2 were enrolled in ECEC services, the third highest among OECD countries and compared to 21% on average. The already high enrolment rates among 3-5 year-olds increased from 94% in 2010 to 98% in 2017 (Figure 2).

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



1. Year of reference 2012 instead of 2010

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

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

- Children enrolled in early childhood education and care in Denmark benefit from a comparatively low ratio of children to contact staff. On average, there are seven children for every contact staff member, compared to nine on average across OECD countries.
- The provision of ECEC in Denmark is managed mostly by the public sector: 82% of children enrolled in ECEC in Denmark attend public institutions, one of the highest shares of all OECD countries and considerably higher than the OECD average of 66%.

Teachers' salaries start high but become less competitive as their careers progress


- Teachers in Denmark are ageing: 48% of primary and lower secondary teachers are aged 50 and older on average and a very low share of primary and lower secondary teachers are under 30 (1%). In comparison, on average across OECD countries, 13% of primary teachers and 11% of lower secondary teachers are under 30.
- As in many OECD countries, the share of female teachers in Denmark is higher at initial levels of education and falls as the level of instruction increases. However, the gender distribution of teachers is more balanced in Denmark than the OECD averages for pre-primary and upper secondary education (general programmes): 88% of teachers at the pre-primary level are women compared with 97% on average for OECD countries. At upper secondary general level, 54% of teachers are women compared to 62% on average across OECD countries.
- Lower secondary teachers' starting statutory salaries (USD 49 482) are above the OECD average (USD 34 230) but teachers' salaries do not increase as quickly during the course of their careers as they do on average across the OECD. As a consequence, a lower secondary teacher's salary, at top of scale (with maximum qualifications), is USD 58 349 compared to the OECD average of USD 57 990. Teachers also earn consistently less than tertiary-educated adults. The annual average salary of a lower secondary teacher represents 82% of the annual earnings of tertiary-educated adults in Denmark, lower than the OECD average.
- However, remuneration is considered less of a motivation to enter teaching in Denmark than in other countries: only 45% of in-service lower secondary teachers consider that teaching provides a reliable income and 32% entered teaching because it offers a steady career path compared to 67% and 61% respectively on average across OECD countries. In contrast, 94% of teachers entered the profession in Denmark because it allowed them to influence the development of children and young people, a similar rate to the OECD average (OECD, 2019^[2]).

References

- OECD (2019), *Education at a Glance 2019: OECD indicators*, OECD Publishing, Paris, [1]
<https://doi.org/10.1787/f8d7880d-en>.
- OECD (2019), *TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*, TALIS, OECD Publishing, Paris, [2]
<https://dx.doi.org/10.1787/1d0bc92a-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: 
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=DNK&treshold=10&topic=EO>.

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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.

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 Denmark in Education at a Glance 2019

Source	Main topics in <i>Education at a Glance</i>	Denmark		OECD average		EU23 average	
Tertiary education							
Educational attainment of 25-64 year-olds							
2018							
Table A1.1	Short-cycle tertiary	5%		7%		5%	
	Bachelor's or equivalent	18%		17%		14%	
	Master's or equivalent	13%		13%		15%	
	Doctoral or equivalent	1%		1%		1%	
Tertiary attainment of 25-34 year-olds, by gender							
2018							
Table A1.2	Men	32%	39%	31%	38%	28%	36%
	Women	40%	56%	40%	51%	38%	50%
	Total	36%	45%	35%	44%	33%	43%
Distribution of first-time tertiary entrants by education level							
2017							
Table B4.1	Short-cycle tertiary	26%		17%		12%	
	Bachelor's or equivalent	74%		76%		80%	
	Master's or equivalent	0%		7%		8%	
Share of international or foreign students, by education level¹							
2017							
Table B6.1	Bachelor's or equivalent	6%		4%		7%	
	Master's or equivalent	19%		13%		13%	
	Doctoral or equivalent	35%		22%		22%	
	All tertiary levels of education	11%		6%		9%	
Employment rate of 25-64 year-olds, by educational attainment							
2018							
Table A3.1	Short-cycle tertiary	87%		82%		82%	
	Bachelor's or equivalent	86%		84%		84%	
	Master's or equivalent	90%		88%		88%	
	Doctoral or equivalent	96%		92%		93%	
	All tertiary levels of education	88%		85%		86%	
Employment rate of tertiary-educated 25-64 year-olds, by field of study							
2018							
Table A3.4	Education	90%		84%		85%	
	Business and administration and law	90%		86%		87%	
	Engineering, manufacturing and construction	90%		89%		89%	
	Health and welfare	90%		87%		88%	
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	115		120		121	
	Bachelor's or equivalent	110		144		138	
	Master's, doctoral or equivalent	163		191		174	
	All tertiary levels of education	128		157		152	
Upper secondary and vocational education and training (VET)							
Upper secondary or post-secondary non-tertiary attainment rate							
2018							
Table A1.2	Share of 25-34 year-olds with upper secondary or post-secondary non-tertiary as their highest attainment	38%		41%		44%	
Percentage of first-time upper secondary graduates with a vocational qualification							
2017							
Table B3.1	Vocational programmes	28%		40%		46%	
Age at graduation from upper secondary education, by programme orientation							
2017							
Figure B3.1	General programmes	19		18		19	
	Vocational programmes	26		21		21	
Share of women among upper secondary graduates, by programme orientation							
2017							
Figure B3.2	General programmes	54%		55%		56%	
	Vocational programmes	51%		46%		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	81%		78%		79%	
	Unemployment rate	5%		7%		8%	
	Inactivity rate	15%		16%		14%	
Total expenditure on upper secondary educational institutions, in USD² per full-time equivalent student, by programme orientation							
2016							
Table C1.1	General programmes	**		USD 9 397		USD 9 671	
	Vocational programmes	**		USD 10 922		USD 11 320	
Early childhood education and care (ECEC)							
Enrolment rate of 3-5 year-olds in education							
2017							
Table B2.2	ECEC and primary education	98%		87%		90%	
Share of children enrolled in private institutions							
2017							
Table B2.3	Pre-primary level (ISCED 02)	21%		34%		27%	
Ratio of children to teaching staff							
2017							
Table B2.3	Pre-primary level (ISCED 02)	**		16		15	
Expenditure on children aged 3-5 enrolled in education							
2016							
Table B2.4	Annual expenditure per child, in USD ² per child	**		USD 8 141		USD 8 926	

Source	Main topics in <i>Education at a Glance</i>	Denmark		OECD average		EU23 average	
Social outcomes and adult learning							
Participation in formal and/or non-formal education, by educational attainment³		2016					
Table A7.1	Below upper secondary	32%		n.a.			26%
	Upper secondary or post-secondary non-tertiary	44%		n.a.			44%
	Tertiary	67%		n.a.			66%
Participation in cultural or sporting activities in the last 12 months, by educational attainment⁴		2015					
Table A6.1	Below upper secondary	77%		n.a.			56%
	Upper secondary or post-secondary non-tertiary	89%		n.a.			77%
	Tertiary	95%		n.a.			92%
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	USD/student	% GDP
	Primary	**	**	USD 8 470	1.5%	USD 8 548	1.3%
	Lower secondary	**	**	USD 9 884	0.9%	USD 10 302	0.9%
	Upper secondary	**	**	USD 10 368	1.1%	USD 10 308	1.0%
	Tertiary (including R&D)	**	**	USD 15 556	1.5%	USD 15 863	1.2%
Share of expenditure on educational institutions, by final source of funds		2016					
Table C3.1		Public	Private	Public	Private	Public	Private
	Primary, secondary and post-secondary non-tertiary	**	**	90%	10%	92%	8%
	Tertiary (including R&D)	**	**	66%	32%	73%	24%
Total public expenditure on primary to tertiary education		2016					
Table C4.1	As a percentage of total government expenditure	**		10.8%			9.6%
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	Teachers	School heads
	Pre-primary	0.68	0.87	0.78	**	0.78	1.16
	Primary	0.81	1.15	0.84	1.25	0.85	1.24
	Lower secondary (general programmes)	0.82	1.15	0.88	1.34	0.89	1.34
	Upper secondary (general programmes)	0.96	1.53	0.93	1.43	0.95	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	Starting salary	Salary after 15 years of experience
	Pre-primary	USD 44 039	USD 49 675	USD 31 276	USD 42 078	USD 30 615	USD 41 354
	Primary	USD 48 989	USD 57 206	USD 33 058	USD 45 947	USD 32 987	USD 45 748
	Lower secondary (general programmes)	USD 49 482	USD 58 349	USD 34 230	USD 47 675	USD 34 261	USD 47 772
	Upper secondary (general programmes)	USD 46 383	USD 60 278	USD 35 859	USD 49 804	USD 35 104	USD 49 875
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	Net teaching time	Total statutory working time
	Pre-primary	**	1 680 hours	1 024 hours	1 613 hours	1 062 hours	1 550 hours
	Primary	**	1 680 hours	783 hours	1 612 hours	754 hours	1 539 hours
	Lower secondary (general programmes)	**	1 680 hours	709 hours	1 634 hours	673 hours	1 572 hours
	Upper secondary (general programmes)	405 hours	1 680 hours	667 hours	1 629 hours	643 hours	1 558 hours
Percentage of teachers who are 50 years old or over		2017					
Table D5.1	Primary to upper secondary	**		36%			39%
Share of female teachers, in public and private institutions		2017					
Table D5.2	Primary	**		83%			87%
	Lower secondary	69%		69%			72%
Total number of compulsory instruction time, by level of education		2019					
Table D1.1	Primary	7 360 hours		4 568 hours		4 258 hours	
	Lower secondary	3 600 hours		3 022 hours		3 002 hours	
	Upper secondary	**		**		**	
Average class size by level of education		2017					
Table D2.1	Primary	21		21		20	
	Lower secondary	21		23		21	

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

3. EU23 average refers to the average of OECD countries that participated in the Adult Education Survey (AES).

4. EU23 average refers to the average of OECD countries that participated in the European Union Statistics on Income and Living Conditions 2015.

** 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>.