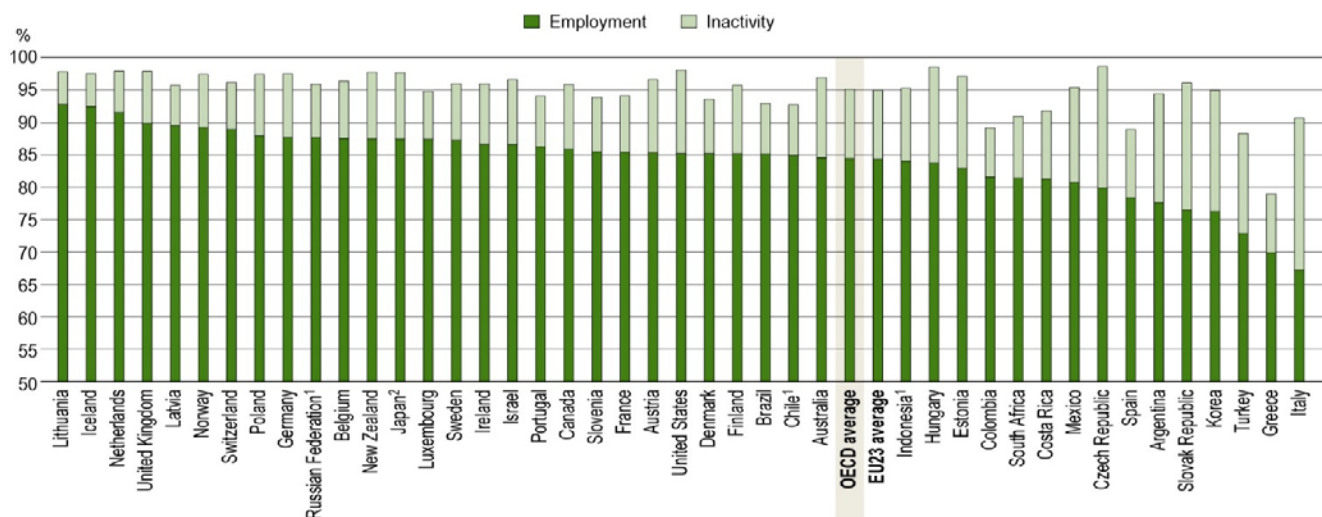


*Education at a Glance: OECD Indicators* (OECD, 2019<sup>[1]</sup>) is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in OECD and partner countries.

## Sweden

- The average employment rate of Swedish tertiary-educated adults is only 3 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 among adults with upper secondary education in Sweden.
- Almost nine out of ten 2-year-olds (88%) in Sweden are enrolled in early childhood education and care (ECEC) services, against five out of ten (49%) on average among OECD countries. Sweden devotes a larger share of its wealth to ECEC: some 1.9% of gross domestic product (GDP) compared to 0.8% on average across OECD countries.
- As in many other OECD countries, students from upper secondary vocational programmes are more likely to complete tertiary education than those from general ones in Sweden: 47% who entered a bachelor's programme completed their degree within the theoretical duration compared with 43% of students from upper secondary general programmes.
- Young teachers – under the age of 30 – make up only a small proportion of the teaching population in Sweden, at all levels of education: 9% at primary and lower secondary level and 6% at upper secondary compared to 13% in primary, 11% in lower secondary and 8% in upper secondary on average across OECD countries.

Figure 1. Employment and inactivity rates of tertiary-educated 25-34 year-olds (2018)



1. Year of reference differs from 2018. Refer to the source table for more details.

2. Data for tertiary education include upper secondary or post-secondary non-tertiary programmes (less than 5% of adults are in this group).

Countries are ranked in descending order of the employment rate of tertiary-educated 25-34 year-olds.

Source: OECD (2019), Table A3.3. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

## Strong employment outcomes for adults with upper secondary education have led many to leave the tertiary education system

- Between 2008 and 2018, the proportion of younger Swedish adults (25-34 year-olds) with a tertiary education grew from 41% to 48% compared to 35% and 44% on average across OECD countries. Although this increase in tertiary attainment rates is similar to other Nordic countries, it is much lower compared to some other OECD countries, which may be due to relatively high historical attainment levels. First-time entrants into tertiary education tend to go for longer studies: 27% enrolled at master's level compared to 7% on average across OECD countries.
- In Sweden, 29% of full-time bachelor's students had not graduated and were no longer enrolled in tertiary education by the theoretical end of their programme, ranking Sweden third among countries with available data for this measure. This pattern could largely be explained by a national labour market that recognises the partial completion of tertiary degrees and one of the highest employment rates for adults with upper secondary education across OECD countries (87% compared to 76% on average). This may encourage students to delay graduation or to drop out and join the labour market on a full time basis.
- The average employment rate of Swedish tertiary-educated adults is only 3 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 very high employment rates for adults with upper secondary education in Sweden. Tertiary-educated adults are also less likely to be inactive in Sweden than in other OECD countries. Their inactivity rate is 9%, compared to 11% on average across the OECD (Figure 1).
- A tertiary education also yields lower wage premiums in Sweden than in other countries. A tertiary-educated worker earns 22% more on average than an adult with upper secondary education in Sweden compared to 57% more on average across OECD countries. Large disparities in earnings by field of study may partly explain the lower premium. Tertiary graduates from arts disciplines earn 18% less than adults with upper secondary education, ranking the second-lowest (after Norway with 21%) across OECD countries with available data. In contrast, the fields of engineering and health and welfare have some of the highest premiums in Sweden, which may also explain the larger share of adults who attained a degree in these fields in 2018.
- In Sweden, the positive impact of further education on the risk of becoming neither employed nor in education or training (NEET) is among the highest across OECD countries. Young adults without a tertiary degree who have left education are more likely to become NEET than those who completed a tertiary degree. About 4.6% of tertiary-educated 25-29 year-olds are NEET, compared to 10.8% on average across OECD countries, while the share increases to 7.8% among those with an upper secondary or post-secondary non-tertiary education (OECD average: 16.8%). Among 25-29 year-olds without upper secondary education, 24.6% are NEET in Sweden, compared to 40.1% on average across OECD countries.
- Sweden has a higher than average share of international doctoral students: more than one-third of doctoral students enrolled in the country came from abroad, compared to less than one-quarter on average across OECD countries. This is a substantially higher rate than at master's level (11% of students are international) or in general across all tertiary levels (7%).

## Provision of early childhood education and care is given high priority and remains well funded

- Children's early years are the foundation for their future development, learning abilities and lifelong learning. Early childhood education and care (ECEC) plays a major role in enhancing the cognitive and social development of children. Sweden is placing a special importance on the provision and supervision

of ECEC: in 2017, almost nine out of ten 2-year-olds (88%) in Sweden were enrolled in ECEC services, against 49% on average among OECD countries.

- Most children in pre-primary education attend public institutions in Sweden. Some 17% of those enrolled in pre-primary education programmes attend private ECEC institutions compared to 34% on average across OECD countries.
- The provision of pre-primary education is still a priority: Sweden's children-to-staff ratio is slightly above the OECD average, at 13 students per teaching staff member. For comparison, the OECD average is 14. Effective learning in ECEC is also a key focus, as Swedish pre-primary teachers spend some of the longest time teaching on average in the OECD: 224 days per year compared to 195 on average across OECD countries.
- In pre-primary education, annual expenditure per child for both public and private settings was USD 14 528<sup>1</sup> in Sweden compared to USD 8 349 on average across OECD countries in 2016. Some 1.4% of of gross domestic product (GDP) is spent on pre-primary education in Sweden compared to 0.6% of GDP on average across OECD countries. Public sources account for 95% of total expenditure on early childhood educational development compared to 83% on average across OECD countries.

### Competencies acquired at upper secondary level are valued in the labour market

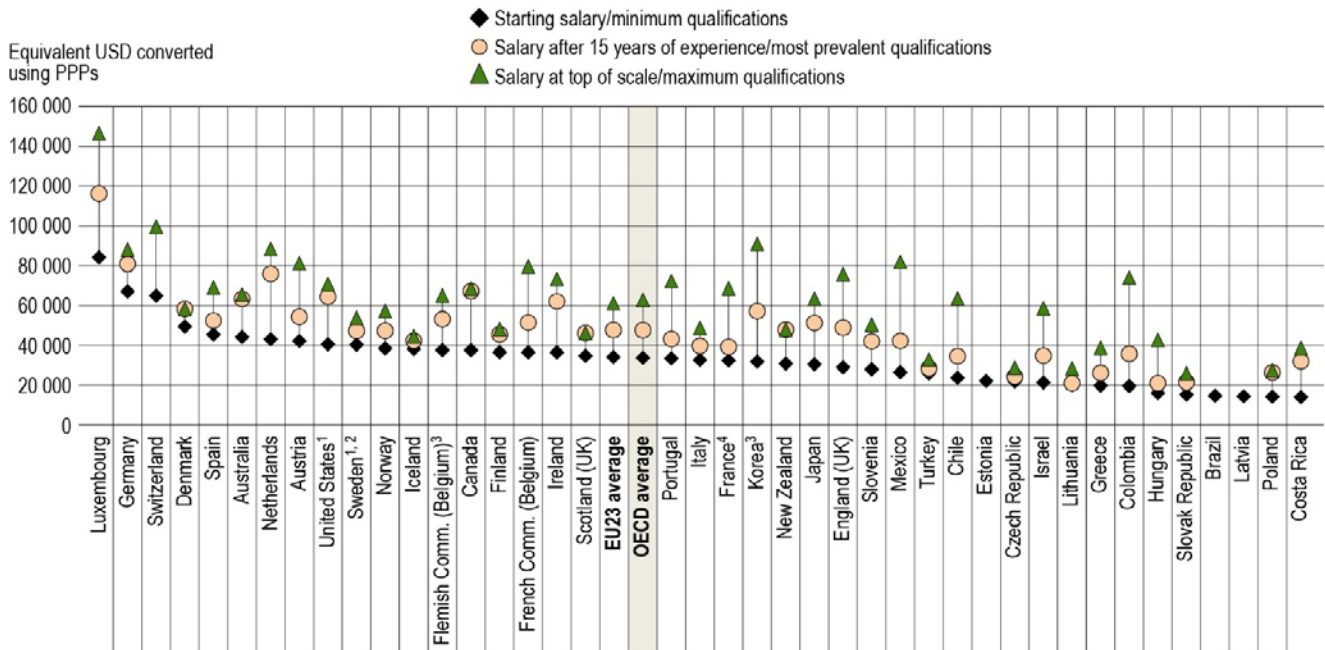
- The first-time graduation rate from upper secondary programmes - the estimated percentage of people expected to graduate from a programme in their lifetime - is 69% in Sweden, below the average for OECD countries (86%).
- Despite a lower graduation rate, first-time students who completed upper secondary vocational programmes tend to be more likely to succeed in tertiary education, with a completion rate of 47% compared to 43% for students who followed general programmes. Moreover, students from upper secondary vocational pathways have similar opportunities to enter tertiary education as those from general tracks: they make up 33% of all upper secondary graduates and 27% of first-time entrants to bachelor's programmes.
- Swedish graduates from upper secondary vocational programmes are younger than in other countries: the average age of graduation from these programmes in Sweden is 18 years, 4 years younger than the OECD average. At that level, the broad field of engineering, manufacturing and construction attracts the greatest share of graduates (44% compared to 34% on average for OECD countries), followed by health and welfare (18% compared to 12% on average) and business, administration and law (8% compared to 18%).
- In Sweden, young people who leave education with an upper secondary education have stronger employment prospects than in other OECD countries: the unemployment rate among younger adults (25-34 year-olds) with upper secondary education is 5%, lower than the OECD average of 7% and similar to the unemployment rate of tertiary-educated adults (4%).

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

**Figure 2. Lower secondary teachers' statutory salaries at different points in teachers' careers (2018)**

Annual statutory salaries of teachers in public institutions, in equivalent USD converted using PPPs



1. Actual base salaries.

2. Salaries at top of scale and minimum qualifications, instead of maximum qualifications.

3. Salaries at top of scale and most prevalent qualifications, instead of maximum qualifications.

4. Includes the average of fixed bonuses for overtime hours.

Countries and economies are ranked in descending order of starting salaries for lower secondary teachers with minimum qualifications.

Source: OECD (2019), Table D3.1a, Tables D3.1c and D3.6, available on line. See *Source* section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).


## Teachers in Sweden are highly qualified but salary progression is slower than in other countries

- In Sweden, 65% of teachers have attained a master's degree while 23% hold a bachelor's. In contrast, 49% of teachers have a master's degree on average across OECD countries, and 44% have attained a bachelor's.
- Young teachers – under the age of 30 – make up only a small proportion of the teaching workforce in Sweden at all levels of education: 9% at primary and lower secondary level and 6% at upper secondary compared to 13% in primary, 11% in lower secondary and 8% in upper secondary on average across OECD countries.

## References

OECD (2019), *Education at a Glance 2019: OECD indicators*, OECD Publishing, Paris, [1]  
<https://doi.org/10.1787/f8d7880d-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](http://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=SWE&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.

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### 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 Sweden in Education at a Glance 2019

Source	Main topics in <i>Education at a Glance</i>	Sweden		OECD average		EU23 average	
<b>Tertiary education</b>							
<b>Educational attainment of 25-64 year-olds</b>							
<b>2018</b>							
Table A1.1	Short-cycle tertiary	10%		7%		5%	
	Bachelor's or equivalent	18%		17%		14%	
	Master's or equivalent	14%		13%		15%	
	Doctoral or equivalent	2%		1%		1%	
<b>Tertiary attainment of 25-34 year-olds, by gender</b>							
<b>2008</b>							
Table A1.2	Men	35%	40%	31%	38%	28%	36%
	Women	46%	55%	40%	51%	38%	50%
	Total	41%	48%	35%	44%	33%	43%
<b>Distribution of first-time tertiary entrants by education level</b>							
<b>2017</b>							
Table B4.1	Short-cycle tertiary	14%		17%		12%	
	Bachelor's or equivalent	59%		76%		80%	
	Master's or equivalent	27%		7%		8%	
<b>Share of international or foreign students, by education level<sup>1</sup></b>							
<b>2017</b>							
Table B6.1	Bachelor's or equivalent	3%		4%		7%	
	Master's or equivalent	11%		13%		13%	
	Doctoral or equivalent	35%		22%		22%	
	All tertiary levels of education	7%		6%		9%	
<b>Employment rate of 25-64 year-olds, by educational attainment</b>							
<b>2018</b>							
Table A3.1	Short-cycle tertiary	85%		82%		82%	
	Bachelor's or equivalent	91%		84%		84%	
	Master's or equivalent	92%		88%		88%	
	Doctoral or equivalent	93%		92%		93%	
	All tertiary levels of education	90%		85%		86%	
<b>Employment rate of tertiary-educated 25-64 year-olds, by field of study</b>							
<b>2018</b>							
Table A3.4	Education	90%		84%		85%	
	Business and administration and law	90%		86%		87%	
	Engineering, manufacturing and construction	92%		89%		89%	
	Health and welfare	92%		87%		88%	
<b>Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)</b>							
<b>2017</b>							
Table A4.1	Short-cycle tertiary	103		120		121	
	Bachelor's or equivalent	112		144		138	
	Master's, doctoral or equivalent	147		191		174	
	All tertiary levels of education	122		157		152	
<b>Upper secondary and vocational education and training (VET)</b>							
<b>Upper secondary or post-secondary non-tertiary attainment rate</b>							
<b>2018</b>							
Table A1.2	Share of 25-34 year-olds with upper secondary or post-secondary non-tertiary as their highest attainment	35%		41%		44%	
<b>Percentage of first-time upper secondary graduates with a vocational qualification</b>							
<b>2017</b>							
Table B3.1	Vocational programmes	33%		40%		46%	
<b>Age at graduation from upper secondary education, by programme orientation</b>							
<b>2017</b>							
Figure B3.1	General programmes	18		18		19	
	Vocational programmes	18		21		21	
<b>Share of women among upper secondary graduates, by programme orientation</b>							
<b>2017</b>							
Figure B3.2	General programmes	53%		55%		56%	
	Vocational programmes	41%		46%		46%	
<b>Employment, unemployment and inactivity rates of 25-34 year-olds, with upper secondary or post-secondary non-tertiary education</b>							
<b>2018</b>							
Table A3.3	Employment rate	85%		78%		79%	
	Unemployment rate	5%		7%		8%	
	Inactivity rate	11%		16%		14%	
<b>Total expenditure on upper secondary educational institutions, in USD<sup>2</sup> per full-time equivalent student, by programme orientation</b>							
<b>2016</b>							
Table C1.1	General programmes	USD 10 664		USD 9 397		USD 9 671	
	Vocational programmes	USD 13 670		USD 10 922		USD 11 320	
<b>Early childhood education and care (ECEC)</b>							
<b>Enrolment rate of 3-5 year-olds in education</b>							
<b>2017</b>							
Table B2.2	ECEC and primary education	94%		87%		90%	
<b>Share of children enrolled in private institutions</b>							
<b>2017</b>							
Table B2.3	Pre-primary level (ISCED 02)	17%		34%		27%	
<b>Ratio of children to teaching staff</b>							
<b>2017</b>							
Table B2.3	Pre-primary level (ISCED 02)	**		16		15	
<b>Expenditure on children aged 3-5 enrolled in education</b>							
<b>2016</b>							
Table B2.4	Annual expenditure per child, in USD <sup>2</sup> per child	USD 14 528		USD 8 141		USD 8 926	

Source	Main topics in <i>Education at a Glance</i>	Sweden		OECD average		EU23 average	
<b>Social outcomes and adult learning</b>							
<b>Participation in formal and/or non-formal education, by educational attainment<sup>3</sup></b>		<b>2016</b>					
Table A7.1	Below upper secondary	45%		n.a.		26%	
	Upper secondary or post-secondary non-tertiary	59%		n.a.		44%	
	Tertiary	80%		n.a.		66%	
<b>Participation in cultural or sporting activities in the last 12 months, by educational attainment<sup>4</sup></b>		<b>2015</b>					
Table A6.1	Below upper secondary	78%		n.a.		56%	
	Upper secondary or post-secondary non-tertiary	91%		n.a.		77%	
	Tertiary	97%		n.a.		92%	
<b>Financial resources invested in education</b>							
<b>Total expenditure on educational institutions, by level of education<sup>2</sup></b>		<b>2016</b>					
		<b>USD/student</b>	<b>% GDP</b>	<b>USD/student</b>	<b>% GDP</b>	<b>USD/student</b>	<b>% GDP</b>
Table C1.1 and C2.1	Primary	USD 11 338	1.8%	USD 8 470	1.5%	USD 8 548	1.3%
	Lower secondary	USD 12 020	0.9%	USD 9 884	0.9%	USD 10 302	0.9%
	Upper secondary	USD 11 790	1.1%	USD 10 368	1.1%	USD 10 308	1.0%
	Tertiary (including R&D)	USD 24 341	1.6%	USD 15 556	1.5%	USD 15 963	1.2%
<b>Share of expenditure on educational institutions, by final source of funds</b>		<b>2016</b>					
		<b>Public</b>	<b>Private</b>	<b>Public</b>	<b>Private</b>	<b>Public</b>	<b>Private</b>
Table C3.1	Primary, secondary and post-secondary non-tertiary	100%	**	90%	10%	92%	8%
	Tertiary (including R&D)	84%	12%	66%	32%	73%	24%
<b>Total public expenditure on primary to tertiary education</b>		<b>2016</b>					
Table C4.1	As a percentage of total government expenditure	11.7%		10.8%		9.6%	
<b>Teachers, the learning environment and the organisation of schools</b>							
<b>Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education</b>		<b>2017</b>					
		<b>Teachers</b>	<b>School heads</b>	<b>Teachers</b>	<b>School heads</b>	<b>Teachers</b>	<b>School heads</b>
Table D3.2a	Pre-primary	0.74	1.08	0.78	**	0.78	1.16
	Primary	0.84	1.19	0.84	1.25	0.85	1.24
	Lower secondary (general programmes)	0.87	1.19	0.88	1.34	0.89	1.34
	Upper secondary (general programmes)	0.89	1.23	0.93	1.43	0.95	1.43
<b>Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers<sup>2</sup></b>		<b>2018</b>					
		<b>Starting salary</b>	<b>Salary after 15 years of experience</b>	<b>Starting salary</b>	<b>Salary after 15 years of experience</b>	<b>Starting salary</b>	<b>Salary after 15 years of experience</b>
Table D3.1a	Pre-primary	USD 38 489	USD 41 839	USD 31 276	USD 42 078	USD 30 615	USD 41 354
	Primary	USD 39 131	USD 45 636	USD 33 058	USD 45 947	USD 32 987	USD 45 748
	Lower secondary (general programmes)	USD 40 348	USD 47 323	USD 34 230	USD 47 675	USD 34 261	USD 47 772
	Upper secondary (general programmes)	USD 40 823	USD 47 470	USD 35 859	USD 49 804	USD 35 104	USD 49 875
<b>Organisation of teachers' working time in public institutions over the school year</b>		<b>2018</b>					
		<b>Net teaching time</b>	<b>Total statutory working time</b>	<b>Net teaching time</b>	<b>Total statutory working time</b>	<b>Net teaching time</b>	<b>Total statutory working time</b>
Tables D4.1a and D4.1b	Pre-primary	**	**	1 024 hours	1 613 hours	1 062 hours	1 550 hours
	Primary	**	1 767 hours	783 hours	1 612 hours	754 hours	1 539 hours
	Lower secondary (general programmes)	**	1 767 hours	709 hours	1 634 hours	673 hours	1 572 hours
	Upper secondary (general programmes)	**	1 767 hours	667 hours	1 629 hours	643 hours	1 558 hours
<b>Percentage of teachers who are 50 years old or over</b>		<b>2017</b>					
Table D5.1	Primary to upper secondary	38%		36%		39%	
<b>Share of female teachers, in public and private institutions</b>		<b>2017</b>					
Table D5.2	Primary	76%		83%		87%	
	Lower secondary	76%		69%		72%	
<b>Total number of compulsory instruction time, by level of education</b>		<b>2019</b>					
Table D1.1	Primary	4 400 hours		4 568 hours		4 258 hours	
	Lower secondary	2 490 hours		3 022 hours		3 002 hours	
	Upper secondary	**		**		**	
<b>Average class size by level of education</b>		<b>2017</b>					
Table D2.1	Primary	19		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>.