

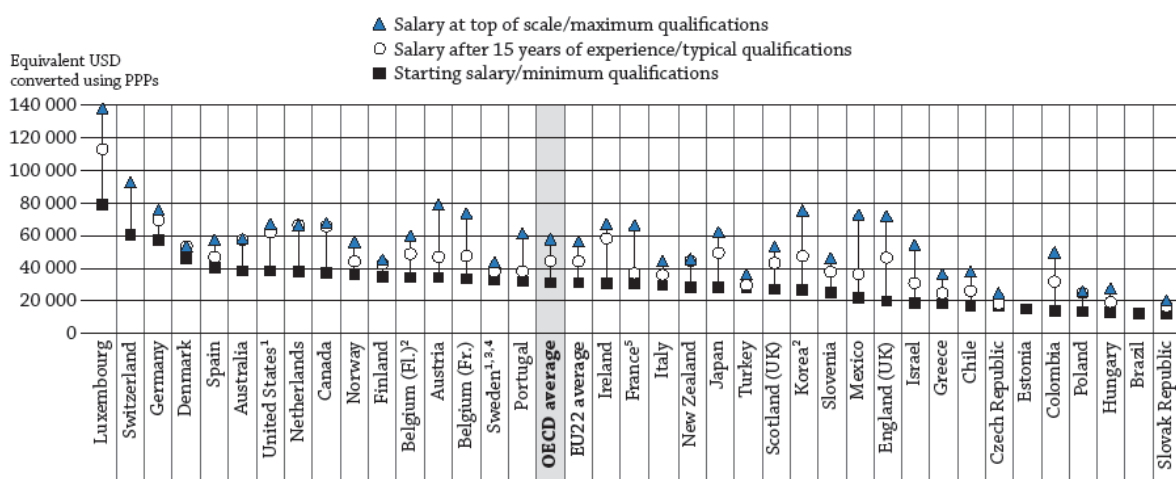
EDUCATION AT A GLANCE 2016

Education at a Glance: OECD Indicators 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 the 35 OECD countries and a number of partner countries.

Sweden

- In Sweden, teachers' salary scales are compressed and lag **behind early in the career**, both compared to the **OECD and EU22* averages of teacher salaries**, as well as workers with the **same level of educational attainment** within the country.
- In early childhood education, **Sweden has the lowest ratio of children to teaching staff**, and **enrolment rates for 2-4 year-olds are among the highest across OECD countries**.
- **For the 40% of 25-64 year-olds in Sweden who have attained tertiary education, labour market opportunities are similar for holders of bachelor's and master's degrees**, with employment rates of 90% (bachelor's) and 92% (master's). For adults with upper secondary education, the employment rate is 85%, compared to the OECD average of 74%.
- **Sweden has made great strides in closing gender gaps in educational attainment, pay and labour market participation**. Regarding educational attainment, there are now even unbalances in the opposite direction, with an under-representation of men. In 2015, Sweden had the narrowest gap of all OECD countries in employment rates for 25-64 year-old men and women with tertiary education (1 percentage point), and one of the narrowest gaps for those with below upper secondary education (15 percentage points).

Figure 1. Lower secondary teachers' salaries at different points in teachers' careers
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 typical qualifications, instead of maximum qualifications.

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

4. Data from 2013.

5. 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, Table D3.1a, Tables D3.1b and D3.6, available on line. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933399015>

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

- Sweden has an ageing teaching workforce, with 41% of teachers in upper secondary education age 50 or older and only 6% of teachers under 30. The proportions were similar in 2005, but with a slightly higher share of teachers under 30 (10%). The proportion of teachers age 50 or older is slightly higher in upper secondary education, 44% compared to 38% in primary and lower secondary. In addition to the relatively large proportion of teachers at the upper end of the age spectrum, an increasing concern in Sweden is that teachers are leaving the profession (SOU, 2016), and the challenge remains to recruit and retain new talented professionals.
- Part of increasing the attractiveness of the profession is to provide competitive salaries. In Sweden, teachers' salary scales are relatively compressed, consistently across levels of education. For pre-primary, primary, lower secondary and upper secondary teachers, starting salaries are slightly above the OECD average, but maximum salaries are 10%-20% below both the OECD and the EU22* averages. In primary, lower secondary and upper secondary education, teachers' salaries are below both the OECD and the EU22 averages after ten years of work experience. In pre-primary education, however, salaries do not start to lag behind the EU22 average until after 15 years of experience. The ratio of starting salary with minimum qualification to top salary with maximum qualification is 1.16 in pre-primary education, 1.32 in primary, 1.33 in lower secondary and 1.34 in upper secondary. A similar pattern is found in other Nordic countries, but all are still markedly below the OECD average ratios of 1.88 in pre-primary, 1.89 in primary, 1.91 in lower secondary and 1.83 in upper secondary.
- Teachers' salaries can be compared not only to their counterparts in other countries, but also to professionals with the same level of educational attainment in their own country. Across all levels of education in Sweden, teachers' salaries are below those of similarly educated professionals. The ratio of teachers' annual salaries relative to similarly educated workers is 76% for pre-primary education, 82% for primary education, 84% for lower secondary education and 88% for upper secondary education. But this masks differences among age groups. Among 25-34 year-olds, annual salaries are, on average, similar to or above professionals with the same level of educational attainment. Among 35-44 year-olds, 45-54 year-olds and 55-64 year-olds, however, salary increases level off, and teachers' salaries consistently lag behind. For example, a pre-primary teacher aged 45-54 can expect to earn on average about 68% of the salary of a full-time full-year worker with tertiary education, while the ratio for an upper secondary teacher in a general programme is 79%.
- Despite a flat salary scale, Sweden has among the highest statutory working hours per school year. At primary level, teachers work 1 767 hours per year, compared to the OECD average of 1 585 hours. At each of the next two levels, teachers in Sweden work 1 767 hours per year, compared to the OECD averages of 1 609 at lower secondary level and 1 588 hours at upper secondary level.

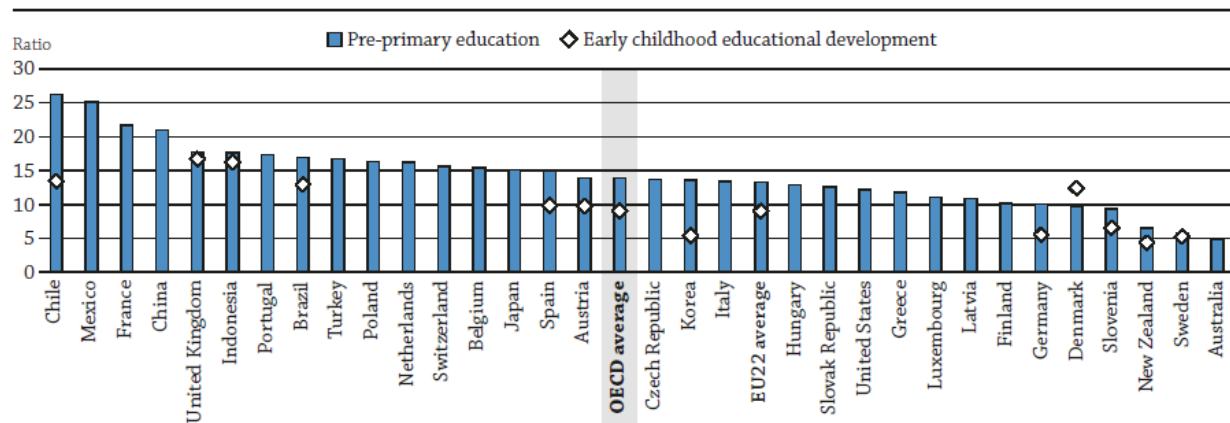
Access to high-quality early childhood education makes a difference later on

- The ratio of children to teaching staff is an indicator of the resources devoted to early childhood education. The child-teacher ratio in Sweden at the pre-primary level (ISCED 0.2), excluding non-teaching staff, is the lowest in the OECD countries – six children per member of the teaching staff (the ratio includes teachers with tertiary education and caretakers with upper secondary education). Expenditure per child on all early childhood education is among the highest across OECD countries, USD 13 356¹ compared to USD 8 552 on average, and even higher for early childhood educational development only (USD 14 787). In Sweden, children typically spend 7-8 hours per day in the institution, explaining the high cost per pupil.

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

Figure 2. Ratio of pupils to teaching staff in early childhood education (2014)

Public and private institutions, calculation based on full-time equivalents



Note: The figures should be interpreted with some caution because the indicator compares the teacher/pupil ratios in countries with "education-only" and "integrated education and day-care" programmes. In some countries, the staff requirements in these two types of provision are very different. Countries are ranked in descending order of pupils to teaching staff ratios in pre-primary education.

Source: OECD, Table C2.2. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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- Moreover, enrolment in early childhood education programmes in Sweden is high, 93% at age 3 and 95% at ages 4 and 5 (compared to the OECD average of 71% at age 3, 86% at age 4 and 95% at age 5). The difference in enrolment is greatest for the earliest years (2-4 year-olds), and it evens out in the years before primary school. Thus, 89% of Swedish 2-year-olds attended early childhood education in 2014 – the highest share across OECD countries, well above the OECD average of 36%.

Vocational education and training can provide more direct pathways into the labour market

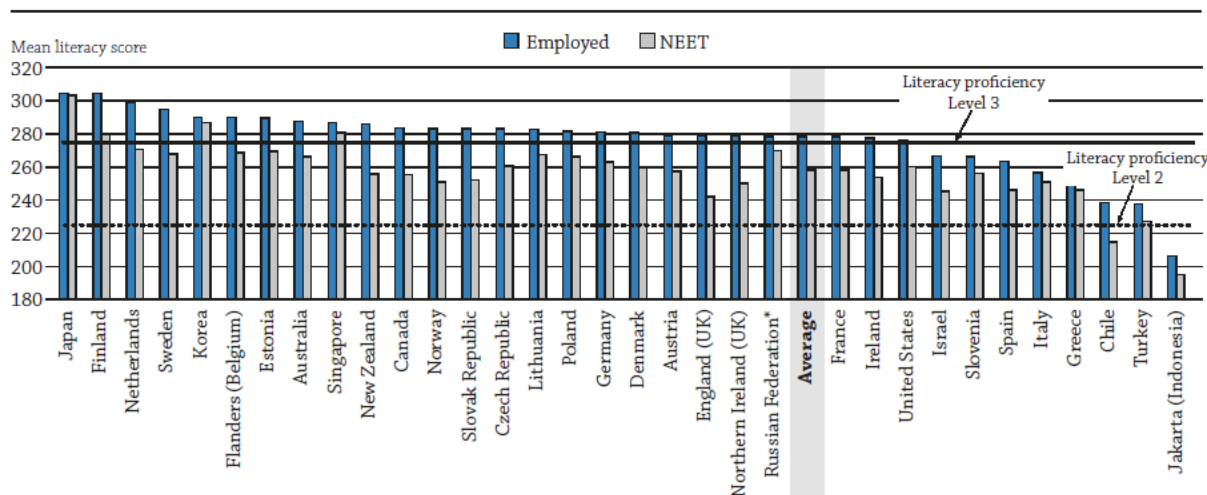
- In 2014, the share of Swedish upper secondary students enrolled in programmes with vocational orientation was 44%, and the share in programmes with general orientation was 56%. These proportions are the same as OECD average, but in EU22 countries, the average share enrolled in vocational programmes was slightly higher (48%). As in most countries, expenditure is larger for vocational programmes than for general programmes, but in Sweden the difference is quite pronounced. Annual expenditure per student in upper secondary education for general programmes is USD 8 949 (close to the OECD average of USD 8 993 and slightly below the EU22 average of USD 9 416). For vocational programmes, annual expenditure is USD 14 126 (markedly above both the OECD average of USD 9 869 and the EU22 average of USD 10 455).
- The employment rate for individuals with a vocational upper secondary qualification is relatively high in Sweden. Among adults age 25-34, the share with upper secondary as the highest educational attainment is 36%, and 60% of them completed a vocational programme. The employment rate for this age group is 89%, higher than the OECD average of 80% and higher than the employment rate for individuals with a general upper secondary qualification (76%, compared to the OECD average of 70%). The employment rate for individuals aged 25-64 years with upper secondary as the highest educational attainment is 4 percentage points lower than for those with tertiary education and a key policy priority is still to give students with vocational education access to tertiary education.

Entrance to the labour market is still a challenge for the young population

- The proportion of 15-29 year-olds who are neither in employment nor in education or training (NEETs) is relatively low in Sweden at 9.1%, below the EU21 average of 14.6% (the OECD average is 14.6%). Nevertheless, there are still barriers to the labour market for young adults in Sweden, in particular finding full-time employment. Only 25% of 20-24 year-olds who are not in education work more than 35 hours per week, rising to 45% among 25-29 year-olds. These figures are close to the EU21 averages of 24% and 48% respectively. The share of full time-employed out of all employed young adults, not in education is relatively small in Sweden compared to a majority of OECD countries and this is the case for both men and women. Still, a gender gap exists: 30.1% of men aged 15-29 who

are not in education are employed full time but just 20.4% of women (Tables C5.4a and C5.4b, EAG 2015). The Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC), also shows that the difference in literacy scores between NEET and employed 16-29 year-olds is pronounced in Sweden. This huge gap is mainly due to the high score of employed young adults.

Figure 3. Mean literacy score of NEET and employed 16-29 year-olds (2012 or 2015)



Notes: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012. NEET refers to young people neither employed nor in education or training.

* See note on data for the Russian Federation in the *Methodology* section.

Countries and economies are ranked in descending order in the mean literacy score of employed 16-29 year-olds.

Source: OECD, Table 5.3a (L). See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Tertiary education has a strong impact in the labour market

- The transfer from upper secondary education to tertiary education is of importance for future life chances and in Sweden graduation rates from upper secondary education is 69% (if partial completion is included, i.e. completion of upper secondary education without all course requirements fulfilled, the rate is 77%) lower than the OECD average of 85% and EU22 average of 88%.
- If current patterns of entry continue, it is estimated that 62% of young adults in Sweden will enter tertiary education at least once during their lifetime (compared to the OECD average of 68%).
- Higher educational attainment is associated with better labour market opportunities and earning premiums in Sweden, as in most of OECD and partner countries with available data. However, these advantages are smaller in Sweden than in most OECD countries.
- Employment rates are quite homogenous in Sweden, and well above the OECD average for each level of attainment. Thus, the difference in employment rates between bachelor's and master's levels is only 2 percentage points (90% at bachelor's level and 92% at master's level), compared to 5 percentage points on average across OECD countries. The employment rate of adults with upper secondary education is 85% (compared to the OECD average of 74%).
- The earnings advantage of a tertiary education in Sweden is the smallest among OECD countries. Those who have completed tertiary education earn 23% more on average than those who reached upper secondary education (compared to 55% on average across OECD countries). The low income premiums are to large extent a result of a compressed salary structure and a welfare system which transfers income through taxes.
- The graduation rate at doctoral level is relatively high in Sweden (2.4%, compared to the OECD average of 1.7%). When international students are excluded, the rate remains fairly high at 1.6%, still significantly above the OECD average of 1.3%. One-third of students in doctoral programmes in Sweden are international students, as is the case on average across OECD countries.

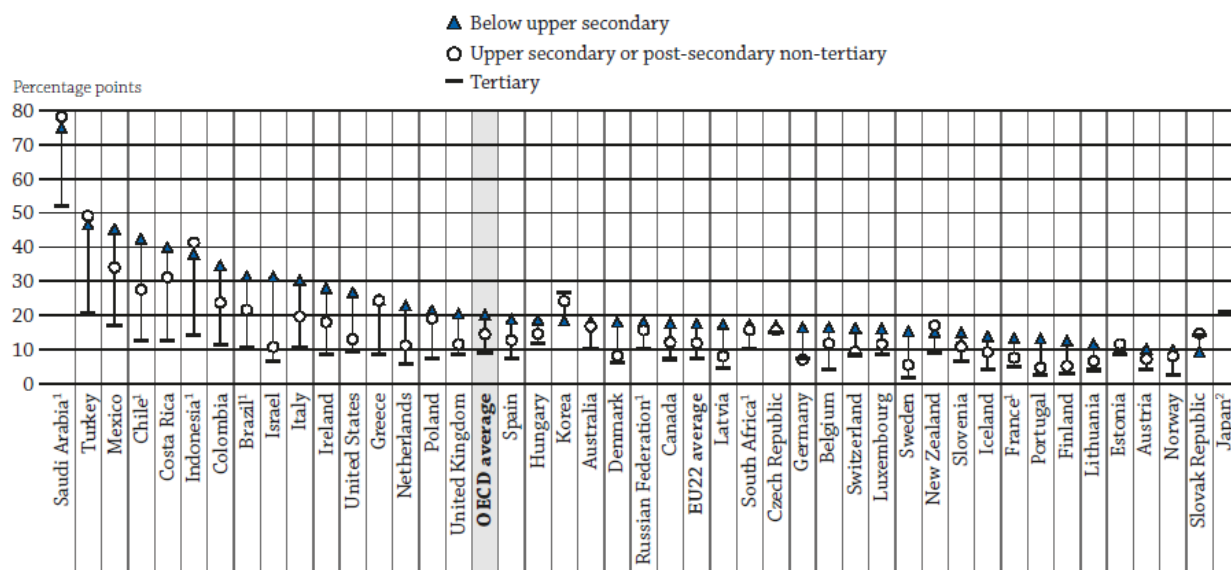
High-quality education needs sustainable funding

- Sweden spends 5.4% of its gross domestic product on educational institutions from primary to tertiary education, in line with the OECD average of 5.2%. Its level of expenditure per student (for core services, ancillary services and research and development [R&D]) is among the highest across OECD countries, at USD 13 072 per student per year for primary to tertiary education (above the OECD average of USD 10 493). Sweden is one of the two OECD countries (with Norway) which funds 100% of primary, secondary and post-secondary non-tertiary institutions from public sources (compared to the OECD average of 91.3%).
- Between 2005 and 2013, total expenditure increased slightly, while enrolment decreased at primary, secondary and post-secondary non-tertiary levels, due to a diminishing school-age population. This led to an increase in expenditure per student over the period.
- Public expenditure on education increased by 6% between 2008 and 2013, slightly less than the increase in public expenditure for all services (which increased by 8%). This left the proportion of public expenditure on education stable at 11.2% of total public expenditure (for all services) in 2013, in line with the OECD average.
- At the tertiary level, total expenditure per student (public and private) increased by 20% from 2005 to 2013. While enrolment was stable over this period, total expenditure increased by 23%. This increase in spending is due to the high level of expenditure on R&D, that accounts for more than 50% of total expenditure per tertiary student in Sweden (USD 12 405, compared to the OECD average of USD 4 837). Private expenditure on tertiary education is directed mainly to R&D in Sweden. At least 10% of expenditure on tertiary institutions is covered by private entities other than households, and these contributions are largely directed towards sponsoring R&D.
- Tertiary institutions are 89.5% funded by public sources, a stable share over the last decade. While many countries have seen an increase in the share of private spending on tertiary education over the past decade, Sweden has maintained its high share of public spending. Between 2005 and 2013, funding from both public and private sources increased, but public funding increased by 24% compared to an increase of just 9% in funding from private sources.

Gender gaps in education and employment persist

- Recognising the impact that education has on participation in labour markets, occupational mobility and quality of life, policy makers and educators emphasise the importance of reducing educational differences between men and women. To that end, Sweden has made more progress than other OECD countries in narrowing or closing long-standing gender gaps in many areas of education, employment, pay and labour market participation. Regarding educational attainment, development has even led to unbalances in the opposite direction, with an under-representation of men. Sweden has the highest share of women among first-time graduates at bachelor's level (69%, compared to the OECD average of 58%). The share of women graduates at master's level is close to the OECD average (56% in Sweden compared to the OECD average of 57%). At the doctoral level, 49% of graduates in Sweden are women, compared to the OECD average of 47%.
- Despite their higher educational attainment, 25-34 year-old women in Sweden, (and on average across OECD countries) still have lower employment rates than 25-34 year-old men, although the gender gap is much narrower among tertiary-educated young adults than among those with lower educational attainment. In 2015, Sweden had the narrowest gap of all OECD countries in employment rates of 25-64 year-old men and women with tertiary education (1 percentage point), and one of the narrowest gaps for men and women with below upper secondary education (15 percentage points). This tendency is mostly supported by the employment rate in Sweden for all women aged 55-64 (57%, well above the OECD average of 36%). For tertiary-educated women aged 55-64, the employment rate in Sweden is 84% (compared to the OECD average of 65%).
- In terms of earnings for full-time work, 35-44 year-old tertiary-educated women earn 85% of what their male peers earn (above the OECD average of 74%). While the gender gap in earnings persists, Sweden is among the best performers among OECD countries for reducing gender inequality in earnings.

Figure 4. Gender difference in employment rates, by educational attainment (2015)
25-64 year-olds, percentage-point difference (employment rate for men – employment rate for women)



1. Year of reference differs from 2015. Refer to the source table for more details.

2. Data for tertiary education include upper secondary and post-secondary non-tertiary programmes (less than 5% of the adults are under this group). Countries are ranked in descending order of the differences in employment rates between male and female adults with below upper secondary education.

Source: OECD (2016), "Educational attainment and labour-force status", *Education at a Glance* (database), http://stats.oecd.org/Index.aspx?datasetcode=EAG_NEAC. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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- There are also large differences between men and women in Sweden in the fields of study they choose. Looking at the gender ratio for tertiary graduates by field of education, a clear trend emerges across OECD countries, including Sweden. In the field of engineering, manufacturing and construction, women are largely under-represented (the ratio of women to men is 0.4 in Sweden and 0.3 on average across the OECD). Similarly, in the field of sciences, the ratio of women to men is 0.7 in Sweden, while it reaches 4.3 in the field of education, and 4.4 in the field of health and welfare.

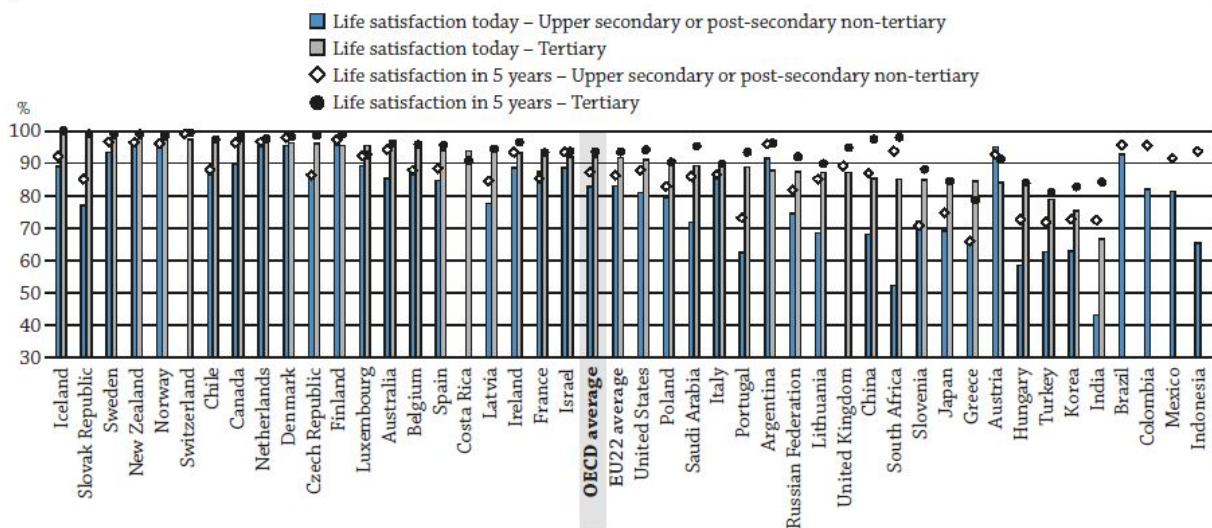
Higher levels of education are linked to better social outcomes

- Individuals with high educational attainment are more likely to report good health than those with low educational attainment, as reflected in a variety of indicators. Proficiency, which can be developed through education, is also found to be an important explanatory factor for health-related outcomes. The Survey of Adult Skills measures the self-rated health of 25-64 year-olds by educational attainment and literacy proficiency level. Sweden reports consistently close to the OECD average. A social gradient is apparent by level of educational attainment and also by level of proficiency within each educational category.
- A larger share of men than women report being in good health: 60% of Swedish women with the lowest proficiency level report that they are in good health (OECD average, 65%), compared to 91% of women with the highest proficiency level (OECD average, 90%). For men the corresponding share is 77% for the lowest proficiency level (OECD average, 69%) and 94% for the highest level (OECD average, 91%).
- Across age groups and levels of education, the share of adults reporting activity limitation due to health problems in Sweden is below the OECD average. The pattern is consistent and particularly apparent in the older age groups. Among tertiary-educated 65-year-olds and older, 14% report activity limitations due to health problems, compared to the OECD average of 38%. For those with upper secondary or post-secondary non tertiary education, the share in Sweden is 19% (OECD average, 45%). For those with the lowest education (below secondary), the share in Sweden is 25% (OECD average, 57%).
- Life satisfaction is widespread across all levels of educational attainment in Sweden, with 25-64 year-olds reporting life satisfaction 10 percentage points above the OECD average for both the situation today and their expected life satisfaction in five years (94% report positive life satisfaction today, compared to the OECD and EU22 average of 84%, and 97% expect it for the future). In many countries, life satisfaction increases with levels of educational

attainment, but this difference is relatively small in Sweden: 93% of adults with secondary or post-secondary non tertiary education and 98% with tertiary education report positive life satisfaction. The trend in ratings of life satisfaction is also stable across the years 2010-15 for those with tertiary education and those with upper secondary, with a just few percentage points of variation between the years.

Figure 5. Life satisfaction today and in five years, by educational attainment (2015)

Percentage of 25-64 year-olds reporting they stand on the positive side of the Cantril ladder of life satisfaction



Note: Educational attainment categories collected by Gallup may differ from ISCED 2011. Refer to the *Definitions* section at the end of this indicator for more information on life satisfaction today and in five years.

Countries are ranked in descending order of the percentage of 25-64 year-olds with tertiary education reporting they stand on the positive side of the Cantril ladder of life satisfaction at the time of the survey.

Source: OECD, Table A8.3a. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Education helps immigrants integrate into their host communities

- Immigration has risen to the top of the European policy agenda in recent years, particularly in Sweden. Governments in the countries of destination seek ways to ease the integration of migrants into society and the economy. Education systems play a critical role in this process, providing opportunities to immigrants and their children to acquire the skills needed to join the labour market and integrate into society.
- Sweden is still struggling to close the performance gap between immigrant students and native students. Evidence shows that early childhood education and care has an important impact on the performance and integration of students with an immigrant background. Across OECD countries, immigrant 15-year-old students who reported that they had attended pre-primary education programmes score 49 points higher on reading in the OECD Programme for International Student Assessment (PISA) than immigrant students who reported that they had not participated in such programmes. This difference in the PISA reading score corresponds to roughly one additional year of education. Across OECD countries, an average of 69% of 3-6 year-old immigrant children were enrolled in pre-primary education in 2012, an attendance rate 7 percentage points lower than among their native-born peers. In Sweden, 87% of immigrant children were enrolled in pre-primary education in 2012, compared to 93% of their native-born peers (OECD, 2015, Figure 13.5).
- Among immigrant children of comparable socio-economic backgrounds who arrived in Sweden before the age of 6, the performance gap in the PISA reading assessment between children that were enrolled in pre-primary education and those that were not was 61 score points, equivalent to more than one year of schooling.
- For 15-year-old pupils of immigrant background in Sweden, the gap in reading literacy was even greater. In 2012, average reading literacy among foreign-born 15-year-old pupils who arrived in Sweden before the age of 6 lagged 77 points behind native-born pupils with native-born parents (compared to the OECD average of 21 points). Among native-born pupils of immigrant parents, the gap was 40 points (compared to the OECD average of 3 points) (OECD, 2015, Figure 13.7).

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- In many countries, the share of adults with below upper secondary education is higher among those with an immigrant background. On average in Sweden, among 25-44 year-olds who are not enrolled in education, whose parents' educational attainment is below upper secondary and whose parents are both foreign-born, 43% also did not complete upper secondary education (compared to the OECD average of 37%). In Sweden, the same is true for only 11% of their counterparts whose parents are both native-born (well below the OECD average of 27%).

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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.

Subnational comparisons

Education at a Glance provides an authoritative compilation of international comparisons of key education statistics. While these comparisons give specific values for countries, readers should not assume that countries themselves are homogeneous. Country averages can conceal significant variations between subnational jurisdictions.

Regional policy makers can benefit most from the comparisons presented in *Education at a Glance* when they can compare the results from their own subnational areas with national and subnational data from other countries. To this end, the OECD, with support from the U.S. National Center for Education Statistics, is releasing updated subnational data for six indicators with this edition of *Education at a Glance*. The updated subnational data are available at <http://nces.ed.gov/surveys/annualreports/oecd/index.asp>.

* EU22 countries are those that are members of both the European Union and the OECD. These 22 countries are Austria, Belgium, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Luxembourg, the Netherlands, Poland, Portugal, Slovenia, the Slovak Republic, Spain, Sweden and the United Kingdom.


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For more information on Education at a Glance 2016 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=SWE&treshold=10&topic=EO>

Questions can be directed to:

Corinne Heckmann
Directorate for Education and Skills
corinne.heckmann@oecd.org

Country note authors:

Kristina Sonmark and Joris Ranchin
Directorate for Education and Skills
kristina.sonmark@oecd.org
joris.ranchin@oecd.org

Key Facts for Sweden in Education at a Glance 2016

Source	Main topics in <i>Education at a Glance</i>	Sweden		OECD average		EU22 average	
	Gender						
	Employment rate of 25-64 year-olds, by educational attainment	2015					
Chart A5.2.		Men	Women	Men	Women	Men	Women
	Below upper secondary	73%	58%	66%	46%	62%	44%
	Upper secondary or post-secondary non-tertiary	87%	82%	81%	67%	79%	68%
	Tertiary	90%	89%	88%	80%	88%	80%
	Full-year earnings of women as a percentage of men's earnings, by educational attainment (25-64 year-olds)	2014					
Table A6.2		Ratio (women/men)		Ratio (women/men)		Ratio (women/men)	
	Below upper secondary	83%		76%		77%	
	Upper secondary or post-secondary non-tertiary	81%		77%		79%	
	Tertiary	83%		73%		74%	
	Percentage of people not in employment, nor in education or training (NEET)	2015					
Table C5.2		Men	Women	Men	Women	Men	Women
	15-29 year-olds	9%	9%	12%	17%	13%	16%
	Percentage of female graduates, by tertiary levels of education	2014					
Table A3.4		% Women		% Women		% Women	
	Short-cycle tertiary	56%		56%		59%	
	Bachelor's or equivalent	69%		58%		60%	
	Master's or equivalent	56%		57%		58%	
	Doctoral or equivalent	49%		47%		49%	
	Field of education studied among tertiary-educated adults (25-64 year-old non-students)	2012		2012 ¹		2012	
Table A1.5.		Men	Women	Men	Women	Men	Women
	Teacher training and education science	10%	25%	7%	18%	n.a.	n.a.
	Engineering, manufacturing and construction	31%	8%	31%	7%	n.a.	n.a.
Vocational Education and Training (VET)							
	Distribution of enrolment, by programme orientation	2014					
Table C1.3a		General	Vocational	General	Vocational	General	Vocational
	Upper secondary education	56%	44%	56%	44%	52%	48%
	Educational attainment, by programme orientation	2015					
Table A1.4.		General	Vocational	General	Vocational	General	Vocational
	25-34 year-olds with upper secondary or post-secondary non-tertiary education	14%	22%	17%	26%	13%	30%
	Unemployment rate, by programme orientation	2015					
Table A5.5		General	Vocational	General	Vocational	General	Vocational
	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	8.1%	4.9%	10%	9.2%	11.7%	10.8%
Financial Investment in Education							
	Annual expenditure per student, by level of education (in equivalent USD, using PPPs)	2013					
Table B1.1	Primary education	USD 10 664		USD 8 477		USD 8 545	
	Secondary education	USD 11 354		USD 9 811		USD 10 053	
	Tertiary (including R&D activities)	USD 23 219		USD 15 772		USD 15 664	
	Total expenditure on primary to tertiary educational institutions	2013					
Table B2.2	As a percentage of GDP	5.4%		5.2%		5%	
	Total public expenditure on primary to tertiary education	2013					
Table B4.2	As a percentage of total public expenditure	11.2%		11.2%		9.9%	
Early Childhood Education and Care (ECEC)							
	Enrolment rates in early childhood education at age 3	2014					
Table C2.1	ISCED 01 and 02	93%		71%		77%	
	Expenditure on all early childhood educational institutions	2013					
Table C2.3	As a percentage of GDP	1.9%		0.8%		0.8%	
	Proportions of total expenditure from public sources	94%		81%		86%	
Teachers							
	Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education	2014					
Table D3.2a	Pre-primary school teachers	0.76		0.74		0.74	
	Primary school teachers	0.82		0.81		0.81	
	Lower secondary school teachers (general programmes)	0.84		0.85		0.86	
	Upper secondary school teachers (general programmes)	0.88		0.89		0.92	
	Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2014					
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 school teachers	USD 32 698	USD 36 128	USD 29 494	USD 39 245	USD 28 934	USD 38 992
	Primary school teachers	USD 32 313	USD 37 391	USD 31 028	USD 42 675	USD 30 745	USD 42 285
	Lower secondary school teachers (general programmes)	USD 32 698	USD 38 054	USD 32 485	USD 44 407	USD 32 274	USD 44 204
	Upper secondary school teachers (general programmes)	USD 33 980	USD 39 896	USD 34 186	USD 46 379	USD 33 420	USD 46 420

Sweden - Country Note - Education at a Glance 2016: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Sweden		OECD average		EU22 average	
	Mean monthly earnings of tertiary-educated 25-64 year-old, by selected field of education studied	2012		2012¹		2012	
Table A6.4	Teacher training and education science	USD 3 000		USD 3 004		n.a.	
	Engineering, manufacturing and construction	USD 4 200		USD 3 883		n.a.	
	Ratio of students to teaching staff	2014					
Table D2.2	Primary education	13 students per teacher		15 students per teacher		14 students per teacher	
	Secondary education	13 students per teacher		13 students per teacher		12 students per teacher	
	Tertiary education	11 students per teacher		17 students per teacher		17 students per teacher	
Tertiary Education							
	Percentage of adults who have attained tertiary education, by tertiary level of educational attainment and age group	2015					
		25-34 year-olds	25-64 year-olds	25-34 year-olds	25-64 year-olds	25-34 year-olds	25-64 year-olds
Table A1.2	Short-cycle tertiary	11%	10%	8%	8%	5%	6%
	Bachelor's or equivalent	22%	16%	21%	16%	18%	13%
	Master's or equivalent	13%	12%	14%	11%	16%	13%
	Doctoral or equivalent	1%	1%	1%	1%	1%	1%
	All tertiary levels of education	46%	40%	42%	35%	40%	32%
	Employment rate of 25-64 year-olds, by tertiary educational attainment	2015					
Tables A5.1 & A5.3	Short-cycle tertiary	84%		80%		80%	
	Bachelor's or equivalent	90%		82%		81%	
	Master's or equivalent	92%		87%		86%	
	Doctoral or equivalent	94%		91%		91%	
	All tertiary levels of education	89%		84%		84%	
	Relative earnings of full-time full-year 25-64 year-old workers, by tertiary educational attainment (upper secondary education = 100)	2014					
Table A6.1	Short-cycle tertiary	**		120		120	
	Bachelor's or equivalent	**		148		139	
	Master's, doctoral or equivalent	**		191		175	
	All tertiary levels of education	123		155		152	
	Share of international or foreign students, by level of tertiary education	2014					
Table C4.1.	Bachelor's or equivalent	2%		5%		6%	
	Master's or equivalent	9%		12%		13%	
	Doctoral or equivalent	33%		27%		22%	
	All tertiary levels of education	6%		6%		8%	
	First-time entry rates into tertiary education	2014					
Table C3.1.	All tertiary levels (including international students)	62%		68%		63%	
	All tertiary levels (excluding international students)	56%		61%		57%	
	All tertiary levels (students younger than 25 years old and excluding international students)	42%		51%		50%	
Other: Immigration and intergenerational mobility in education							
	Proportion of adults with same educational attainment levels as their parents, by parents' immigrant status²	2012		2012¹		2012	
		Native-born parents	Foreign-born parents	Native-born parents	Foreign-born parents	Native-born parents	Foreign-born parents
Table A4.3	25-44 year-old adults with below upper secondary education as their highest educational attainment level	11%	43%	27%	37%	n.a.	n.a.
Other: Adult education and learning							
	Participation of 25-64 year-olds in formal and/or non-formal education, by level of education²	2012		2012¹		2012	
Table C6.3	Below upper secondary	43%		26%		n.a.	
	Upper secondary or post-secondary non-tertiary	64%		46%		n.a.	
	Tertiary	81%		70%		n.a.	
Other: Education and social outcomes							
	Percentage of 25-64 year-old adults reporting that they are in good health, by selected literacy proficiency level	2012		2012¹		2012	
Table A8.1 (L)	Low literacy proficiency (Level 1 or below)	68%		67%		n.a.	
	High literacy proficiency (Level 4 or 5)	93%		90%		n.a.	
	Life satisfaction today and life satisfaction expected in five years for 25-64 year-olds, by educational attainment³	2015					
		Life satisfaction today	Life satisfaction in 5 years	Life satisfaction today	Life satisfaction in 5 years	Life satisfaction today	Life satisfaction in 5 years
Table A8.3a	Upper secondary or post-secondary non-tertiary	93%	97%	83%	87%	83%	86%
	Tertiary	98%	99%	92%	94%	92%	93%

The reference year is the year cited or the latest year for which data are available.

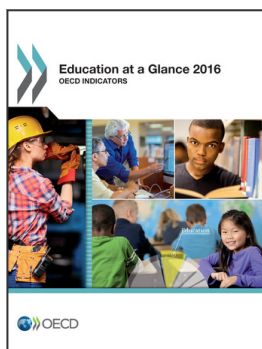
Refer to Annex 3 for notes and for more information on data presented in this key facts table (www.oecd.org/education/education-at-a-glance-19991487.htm).

1. OECD average includes some countries with 2015 data.

2. Data refer to ISCED-97 instead of ISCED-A 2011.

3. Educational attainment categories collected by Gallup World Poll may differ from ISCED-A 2011.

** Please refer to the source table for details on this data.



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