

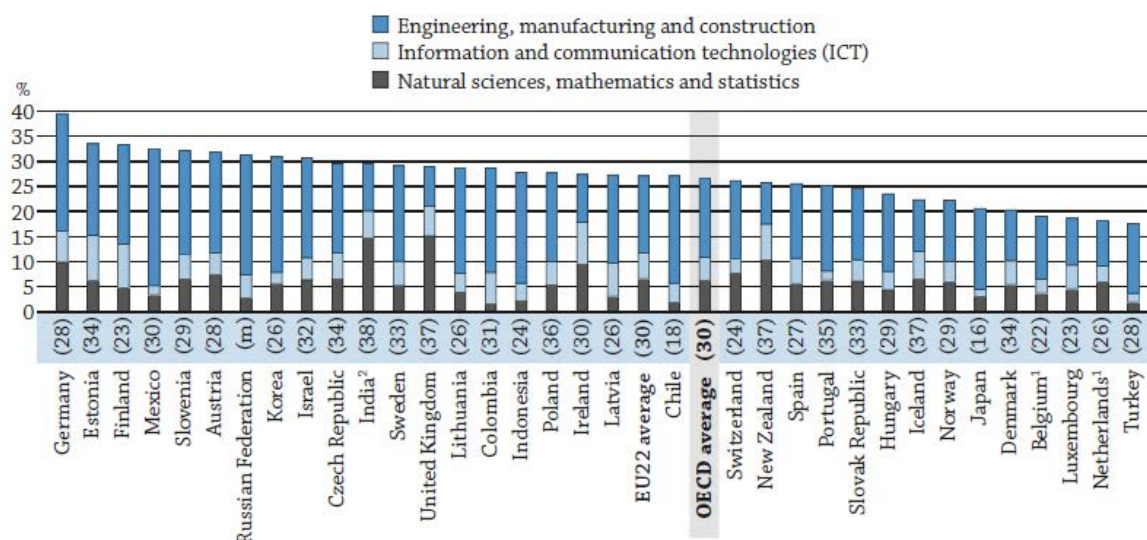
EDUCATION AT A GLANCE 2017

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.

Finland

- **Science, technology, engineering and mathematics (STEM) programmes are relatively attractive** to both national and international tertiary students in Finland.
- **Completion rates for upper secondary programmes are relatively high in Finland** compared to similar countries, but the overall figures **conceal continuing inequalities between groups**.
- Tertiary students in Finland benefit from high-quality programmes without having to pay tuition fees, which translates into a **larger share of adults having attained tertiary education than in other OECD countries**.
- Finland is one of the OECD countries that **spends the most on pre-primary education (1.2% of gross domestic product)**, providing almost exclusively public high-quality early childhood education. Despite these high-quality programmes, enrolment rates are still lower than in other OECD countries.

Figure 1. Distribution of new entrants to tertiary education, by STEM field of study and share of women in these fields (2015)



Note: The number in parentheses corresponds to the share of female new entrants in STEM (science, technology, engineering and mathematics) fields of study.

1. Excludes new entrants at doctoral level.

2. Year of reference 2014.

Countries are ranked in descending order of the share of new entrants to tertiary education in STEM fields.

Source: OECD/UIS/Eurostat (2017), Table C3.1a. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933558306>

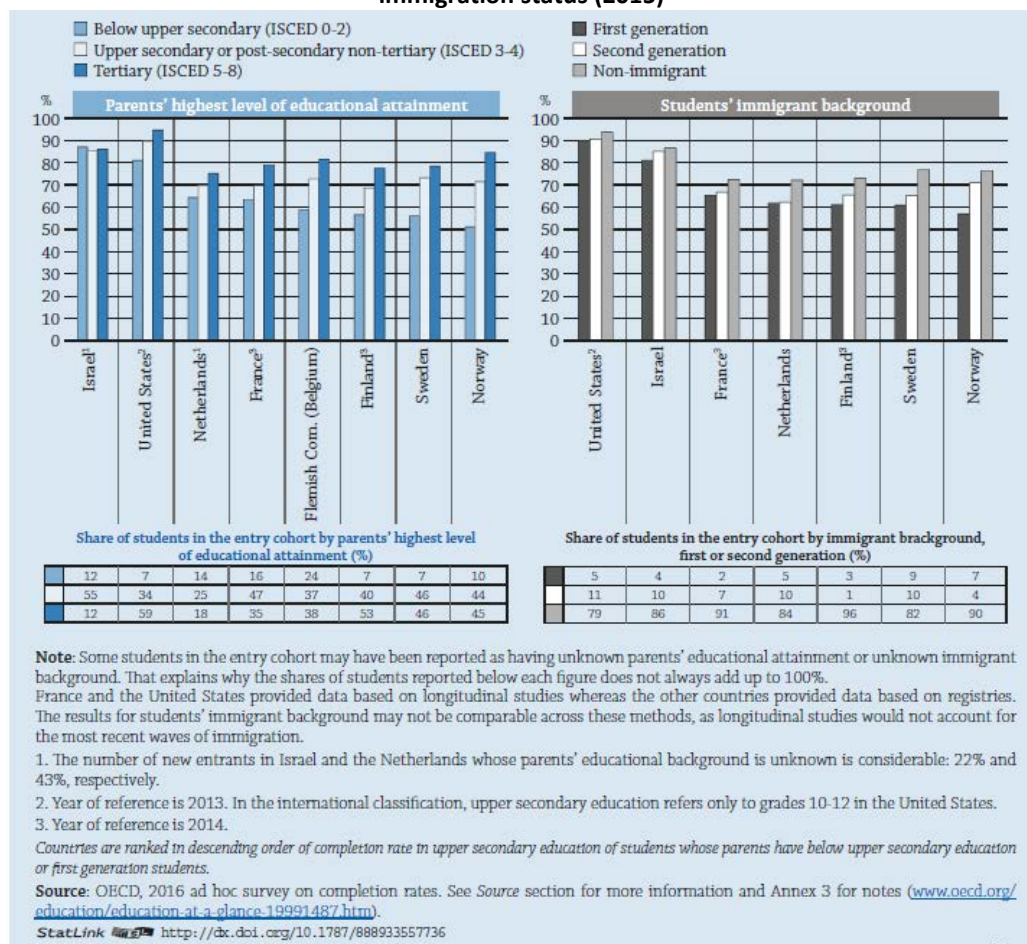
Science-related programmes are attractive to both national and international students

- As in most OECD countries, the most popular field of study among tertiary-educated adults (25-64 year-olds) in Finland is business, administration and law (25%). Some 29% studied a science, technology, engineering and mathematics (STEM) field, which is above the OECD average of 25%. Moreover, this share may increase for future generations, as 33% of new entrants to tertiary education in 2015 enrolled in a STEM field (OECD average 27%).
- Within the STEM fields, new entrants to tertiary education in Finland are comparatively more likely to enrol in information communication and technologies (ICT) programmes (9% in Finland, 5% OECD average), and in engineering, manufacturing and construction (20% in Finland, 16% OECD average). ICT programmes are even more attractive to international students in Finland: 17% of international students in the country are enrolled in ICT programmes, a much higher share than the OECD average of 6% (Figure 1).
- As far as upper secondary education is concerned, there are more graduates in health and welfare, and services (21% and 20% respectively) in Finland than on average across OECD (12% and 17% respectively). The average age of graduation from vocational upper secondary programmes is 28 years in Finland as opposed to 22 on average across OECD countries, which is partly a consequence of many more adults enrolling in such programmes than in other countries, which might in turn affect the choice of fields of study.

Finland's high upper secondary attainment rates mask some inequalities

- Vocational education and training programmes are very well developed in Finland and provide important learning opportunities for adult education. About half of the 15-19 year-olds enrolled in upper secondary education are in a vocational programme and over 15% of the 20-24 year-olds in the country are enrolled in a upper secondary vocational programme – the highest participation of all OECD and partner countries and three times the OECD average. Among those 25-34 year-olds whose highest attainment is upper secondary education, four-fifths have completed a vocational programme, compared to two-thirds on average in EU22 countries. . This suggests that upper secondary vocational programmes provide good direct pathways into the labour markets, whereas students attending upper secondary general programmes are more likely to go on to pursue a tertiary degree.

Figure 2. Completion rate of upper secondary education by parents' educational background and students' immigration status (2015)



- Even though completion rates for general and vocational programmes are relatively high compared to those in other countries for which data is available, a non-negligible gap remains between the two. While 80% of students enrolled in general programmes complete their studies within the theoretical duration of the programme, only 65% of those who entered a vocational programme do so. These rates go up to 92% and 76% if we add another two years to the duration of the programme, but the gap between the two types of programmes remains quite similar.
- The comparatively high completion rates in upper secondary education in Finland do not fully describe the situation for all upper secondary students, as parents' educational attainment and the immigrant status of students still affect upper secondary completion. In Finland, 57% of students with no upper secondary educated parent complete upper secondary education themselves within the theoretical duration, while the rate is 69% for students with one upper secondary educated parent and 78% for students with at least one tertiary-educated parent. The difference in completion rates between non-immigrant students and first generation immigrant students is more than 10 percentage points in Finland, as it is in Norway and Sweden. Those figures need to be handled with caution, since first-generation immigrants make up less than 5% of Finland's entry cohort.

A relatively generous tertiary education system, attractive to both national and international students

- In Finland, 53% of full-time national tertiary students attend public institutions, and 47% are in government-dependent private institutions. In both cases students do not pay tuition fees, and neither do international students. Contrary to other OECD countries where about one-third of expenditure at the tertiary level comes from private sources, almost all spending on tertiary education in Finland comes from public sources.
- Annual expenditure per tertiary student is slightly lower in Finland (USD 10 586¹) than on average in the OECD (USD 11 056). However, when research and development expenditure is included in the calculation, the situation changes: Finland's educational institutions spend on average USD 17 893 per student per year while the OECD average is only USD 16 143. Even though expenditure per student remains relatively high in Finland, it has fallen by 5% between 2010 and 2014.
- First-time entry rates into tertiary education are 9 percentage points lower than in other OECD countries (56% in Finland, 65% on average). Students enter bachelor's programmes at the age of 23 on average, one year older than the EU22 average, and enter master's programme at the age of 32, the oldest across EU22 countries (where 27 is the average).²
- Finland welcomed 23 142 international students in 2015, meaning it took 1.5% of all the international students who came to EU22 countries. It also corresponds to 7.7% of total tertiary students in the country, which is close to the average share of international students across EU22 countries (8.4%). For each national student it sends abroad, Finland welcomes 2.5 international students, meaning it has benefited from some "brain gain" among tertiary students. On the other hand, Finnish students are less likely to study abroad than their European counterparts: 3.3% compared to the EU22 average of 7.5%.

Despite high-quality and publicly funded early childhood education programmes, enrolment rates remain relatively low in Finland

- In Finland, 53% of 2-year-olds are enrolled in early childhood educational development programmes, slightly below the EU22 average of 57%. Of those enrolled, nearly nine out of ten attend public institutions, while on average more than half are enrolled in a private institution.
- At the ages of 3, 4 and 5, enrolment rates in pre-primary education are 68%, 74% and 79% respectively, much lower than the EU22 averages of 80%, 90%, and 95%. At the age of six, 97% of children attend a one-year pre-primary programme and 1% are already in primary education, which brings enrolment rates up to near universal, as is common across the OECD for that age (98% in Finland, same as the OECD average). In pre-primary education, up to 92% of enrolled children are in public institutions, against only about 69% of them across OECD countries.

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

² University of applied sciences master's programmes significantly increase the age of entry at master level. The entry requirement to these programmes is a bachelor's level degree and a minimum of three years' work experience. Consequently the starting age for the two different types of higher education provisions differs notably. In universities the average entry age in master programmes is 28, when it is 37 in the universities of applied sciences.

- Finland spends 1.2% of its gross domestic product (GDP) on early childhood education, which is almost twice what OECD countries spend on average (0.8%), but much lower than other Nordic countries such as Norway (2.1%) or Sweden (1.9%). This relatively high expenditure could be partly explained by the low student-teacher ratio in early childhood programmes (10 children for each teacher, compared to the OECD average of 14), as well as the length of programmes, since 6-year-olds are still enrolled in pre-primary programmes in Finland, whereas they are often already in primary school by that age in other countries. Another explaining factor for the high expenditure on early childhood education in Finland and in other Nordic countries is the Educare system where early childhood education and care are provided in day-care centres and in family day care. However, pre-primary teachers are paid relatively less than their European counterparts, and much less than in the other Nordic countries which devote a larger share of their GDP on pre-primary education.

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Note regarding data from Israel


The statistical data for Israel are supplied by and 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.

References

OECD (2017), *Education at a Glance 2017: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2017-en>.

For more information on Education at a Glance 2017 and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

Subnational data are available at <http://nces.ed.gov/surveys/annualreports/oecd/index.asp>.

Updated data can be found on line at [OECD.Stat](http://dx.doi.org/10.1787/eag-data-en) as well as by following the **StatLinks**  under the tables and charts in the publication <http://dx.doi.org/10.1787/eag-data-en>.

Explore, compare and visualise more data and analysis using:  **Education GPS**
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=FIN&treshold=10&topic=EO>.

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Key Facts for Finland in Education at a Glance 2017

Source	Main topics in <i>Education at a Glance</i>	Finland		OECD average		EU22 average			
Fields of study									
	Graduates in upper secondary vocational programmes	2015							
		%	% Women	%	% Women	%	% Women		
Table A2.1		Business, administration and law	16%	68%	20%	66%	19%	66%	
		Engineering, manufacturing and construction	27%	17%	34%	12%	33%	11%	
		Health and welfare	21%	84%	12%	82%	12%	82%	
	Services	20%	61%	17%	60%	19%	59%		
	New entrants to tertiary education	2015							
		%	% Women	%	% Women	%	% Women		
Table C3.1		Education	4%	81%	9%	78%	9%	79%	
		Business, administration and law	20%	58%	23%	54%	23%	57%	
		Engineering, manufacturing and construction	20%	18%	16%	24%	15%	25%	
	Tertiary students enrolled, by mobility status	2015							
		International students ¹	National students	International students ¹	National students	International students ¹	National students		
Table C4.2.		Education	2%	5%	3%	8%	3%	8%	
		Business, administration and law	22%	16%	27%	23%	26%	22%	
		Engineering, manufacturing and construction	20%	19%	17%	12%	17%	15%	
	Tertiary-educated 25-64 year-olds	2016							
Table A1.3		Education	6%		13%		13%		
		Business, administration and law	25%		23%		21%		
		Engineering, manufacturing and construction	18%		17%		18%		
		Employment rate of tertiary-educated 25-64 year-olds	2016						
Table A5.3	Education		80%		83%		83%		
	Business, administration and law		82%		85%		85%		
	Engineering, manufacturing and construction		86%		87%		86%		
Early childhood education									
	Enrolment rates in early childhood education at age 3	2015							
Table C2.1		ISCED 01 and 02		68%		78%		80%	
	Expenditure on all early childhood educational institutions	2014							
Table C2.3		As a percentage of GDP		1.2%		0.8%		0.8%	
		Proportions of total expenditure from public sources		89%		82%		85%	
Vocational education and training (VET)									
	Enrolment in upper secondary education, by programme orientation	2015							
		General	Vocational	General	Vocational	General	Vocational		
Table C1.3	Enrolment rate among 15-19 year-olds	32%	30%	37%	25%	35%	29%		
	Graduation rates, by programme orientation	2015							
		General	Vocational	General	Vocational	General	Vocational		
Table A2.2	Upper secondary education - all ages	45%	101%	54%	44%	50%	49%		
	Employment rate, by programme orientation	2016							
		General	Vocational	General	Vocational	General	Vocational		
Figure A5.3.	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	66%	77%	70%	80%	69%	79%		
Tertiary education									
	Share of international or foreign students, by level of tertiary education	2015							
Table C4.1.		Bachelor's or equivalent	5%		4%		6%		
		Master's or equivalent	12%		12%		12%		
		Doctoral or equivalent	20%		26%		22%		
		All tertiary levels of education	8%		6%		8%		
	Educational attainment of 25-64 year-olds	2016							
Table A1.1		Short-cycle tertiary	12%		8%		6%		
		Bachelor's or equivalent	16%		16%		13%		
		Master's or equivalent	14%		12%		14%		
		Doctoral or equivalent	1%		1%		1%		
	Employment rate of 25-64 year-olds, by educational attainment	2016							
Table A5.1		Short-cycle tertiary	81%		81%		81%		
		Bachelor's or equivalent	83%		83%		82%		
		Master's or equivalent	85%		87%		87%		
		Doctoral or equivalent	89%		91%		91%		
	All tertiary levels of education	83%		84%		84%			
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2015							
Table A6.1		Short-cycle tertiary	120		122		124		
		Bachelor's or equivalent	122		146		138		
		Master's, doctoral or equivalent	164		198		177		
		All tertiary levels of education	137		156		153		

Finland - Country Note - Education at a Glance 2017: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Finland		OECD average		EU22 average	
Adult education and learning							
	Participation of 25-64 year-olds in adult education ²	2012		2012 ³		2012	
Table C6.1a	Participation in formal education only	5%		4%		n.a.	
	Participation in non-formal education only	51%		39%		n.a.	
	Participation in both formal and non-formal education	11%		7%		n.a.	
	No participation in adult education	34%		50%		n.a.	
Financial investment in education							
	Annual expenditure per student, by level of education (in equivalent USD, using PPPs)	2014					
Table B1.1	Primary education	USD 8 812		USD 8 733		USD 8 803	
	Secondary education	USD 10 387		USD 10 106		USD 10 360	
	Tertiary (including R&D activities)	USD 17 893		USD 16 143		USD 16 164	
	Total expenditure on primary to tertiary educational institutions	2014					
Table B2.1	As a percentage of GDP	5.7%		5.2%		4.9%	
	Total public expenditure on primary to tertiary education	2014					
Table B4.1	As a percentage of total public expenditure	10.4%		11.3%		9.9%	
Teachers							
	Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education	2015					
Table D3.2a	Pre-primary school teachers	0.67		0.78		0.79	
	Primary school teachers	0.91		0.85		0.86	
	Lower secondary school teachers (general programmes)	1.00		0.88		0.90	
	Upper secondary school teachers (general programmes)	1.12		0.94		0.96	
Table D3.1a	Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	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 29 160	USD 31 492	USD 29 636	USD 39 227	USD 28 726	USD 38 487
	Primary school teachers	USD 33 034	USD 40 531	USD 30 838	USD 42 864	USD 30 080	USD 42 049
	Lower secondary school teachers (general programmes)	USD 35 676	USD 43 774	USD 32 202	USD 44 623	USD 31 498	USD 43 989
	Upper secondary school teachers (general programmes)	USD 37 832	USD 47 252	USD 33 824	USD 46 631	USD 32 503	USD 46 151
Table D4.1	Organisation of teachers' working time in public institutions over the school year	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
	Pre-primary school teachers	**	**	1001 hours	1608 hours	1034 hours	1564 hours
	Primary school teachers	677 hours	**	794 hours	1611 hours	767 hours	1557 hours
	Lower secondary school teachers (general programmes)	592 hours	**	712 hours	1634 hours	663 hours	1593 hours
	Upper secondary school teachers (general programmes)	550 hours	**	662 hours	1620 hours	629 hours	1580 hours
Table D5.1	Percentage of teachers who are 50 years old or over	2015					
	Primary education	31%		32%		33%	
	Upper secondary education	46%		40%		42%	
Table D5.2	Share of female teachers in public and private institutions	2015					
	Primary education	80%		83%		86%	
	Upper secondary education	60%		59%		61%	
Table D2.2	Ratio of students to teaching staff	2015					
	Primary education	14		15		14	
	Secondary education	13		13		12	
	Tertiary education	15		16		16	
Equity							
Tables A4.1 and A4.2	Intergenerational mobility in education ²	Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary
	Less than tertiary education (30-44 year-olds' own educational attainment)	52%	33%	69%	31%	n.a.	
	Tertiary-type B (30-44 year-olds' own educational attainment)	15%	11%	12%	16%	n.a.	
Table C5.1	Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment)	32%	57%	20%	55%	n.a.	
	Transition from school to work						
	Percentage of people not in employment, nor in education or training (NEET)	2016					
	18-24 year-olds	16%		15%		15%	
Education and social outcomes							
Table A8.1	Percentage of adults who report having depression	Men	Women	Men	Women	Men	Women
	Below upper secondary	12%	13%	10%	15%	10%	14%
	Upper secondary or post-secondary non-tertiary	11%	16%	6%	10%	6%	10%
	Tertiary	8%	10%	5%	6%	4%	6%

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

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

1. For some countries foreign students are provided instead of international students.

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

3. OECD average includes some countries with 2015 data.

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

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>



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